

SPECIAL EDUCATION ADVISORY COMMITTEE REGULAR MEETING

AGENDA APRIL 12, 2017

Marilyn Taylor, Chair
Community Representative

Rosanna Del Grosso
Association for Bright Children

Dario Imbrogno
Community Representative

John MacKenzie
FASWorld

Sandra Mastronardi
Autism Ontario

Ashleigh Molloy, Vice-Chair
AAIDD

Tyler Munro
Integration Action for Inclusion Representative

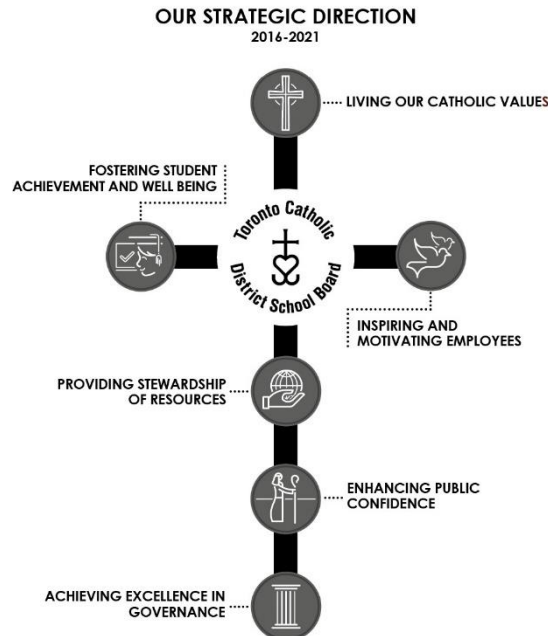
Gizelle Paine
LD Toronto Chapter Representative

Mary Pugh
VOICE for Hearing Impaired

Giselle Romanino
Community Representative

Raul Vomisescu
Community Living Toronto

Glenn Webster
Ontario Assoc. of
Families of Children
With Communication
Disorders



Trustees Members

Ann Andrachuk

Angela Kennedy

Garry Tanuan

MISSION

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.

VISION

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Recording Secretary: Sophia Harris, 416-222-8282 Ext. 2293

Asst. Recording Secretary: 416-222-8282 Ext. 2298

Angela Gauthier
Director of Education

Angela Kennedy
Chair of the Board

OUR MISSION

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through witness, faith, innovation and action.*



AGENDA
THE REGULAR MEETING OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE

PUBLIC SESSION

Wednesday, April 12, 2017
7:00 P.M.

	Pages
1. Roll Call & Apologies	
2. Approval of the Agenda	
3. Declarations of Interest	
4. Approval & Signing of the Minutes of the Meeting held March 22, 2017 for Public Session	1 - 10
5. Delegations	
6. Presentations	
7. Unfinished Business	
8. Notices of Matters and Trustee Matters: (for which seventy-two hours' notice has been given)	
9. Communications	
9.a 2017-2018 Budget Projections for Consultation Purposes	11 - 54
9.b SEAC Monthly Calendar Review	55 - 57
9.c Special Education Superintendent Update April 2017	58 - 60
9.d Parent Conference, April 1, 2017 (To be Discussed)	

- 9.e Final Report: Review of Educational Assistants and Child Youth Workers Efficiencies Boardwide 61 - 87
- 9.f Process for Presentations (To Be Discussed)
- 9.g SEAC Orientation (To Be Discussed)
- 10. **Matters Referred/Deferred to the Committee by the Board and Other Committees**
- 11. **Reports of Officials, and Special and Permanent Committees Requiring Action**
- 12. **Reports of Officials for Information**
- 13. **Inquiries and Miscellaneous**
- 14. **Association Reports**
- 15. **Update from Trustees on resolutions recommended to the Board by the Committee**
- 16. **Pending List** 88
- 17. **Adjournment**

**MINUTES OF THE REGULAR MEETING
OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE**

HELD WEDNESDAY, MARCH 22, 2017

PUBLIC SESSION

PRESENT:

Marilyn Taylor, Chair
Ashleigh Molloy, Vice-Chair
Dario Imbrogno
John MacKenzie
Tyler Munro
Giselle Romanino
Gizelle Paine
Raul Vomisescu

Trustees A. Andrachuk
 A. Kennedy – by teleconference
 G. Tanuan – by teleconference

R. McGuckin
C. Fernandes
A. Coke
M. Kokai
D. Reid
P. Stachiw

S. Harris, Recording Secretary

Apologies were tendered on behalf of Glenn Webster and Rosanna Del Grosso who were unable to attend the meeting.

MOVED by Gizelle Paine, seconded by Ashleigh Molloy, that the Agenda, as amended, be approved.

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by John MacKenzie, that the Minutes of the Regular Meeting held February 8, 2017 be approved.

The Motion was declared

CARRIED

MOVED by Ashleigh Molloy, seconded by Sandra Mastronardi, that Item 6a) be adopted as follows:

- 6a) **Rae Roebuck, Project Coordinator, Toronto Coordinated Service Planning Strategy & Partner, First Leadership, regarding Coordinated Service Planning** – received.

MOVED in AMENDMENT by Trustee Andrachuk, seconded by Trustee Tanuan, that the presentation be received and referred to staff to come back in one month's time with a more comprehensive report on what the partnership would look like, what benefits the Board and SEAC would receive from this partnership and whether there would be any financial constraints to the Toronto Catholic District School Board.

The Amendment was declared

CARRIED

The Motion, as amended, was declared

CARRIED

MOVED by Tyler Munro, seconded by Gizelle Paine, that Item 6b) be adopted as follows:

- 6b) **Marilyn Dolmage regarding Research on Evidence of Effective High School Inclusion: Research, Resources and Inspiration** - received

The Motion was declared

CARRIED

MOVED by Sandra Mastronardi, seconded by Ashleigh Molloy, that Item 9a) be adopted as follows:

- 9a) **SEAC Monthly Calendar Review** - received

The Motion was declared

CARRIED

MOVED by Dario Imbrogno, seconded by Giselle Romanino, that Item 9b) be adopted as follows:

9b) **Special Education Superintendent Update March 2017** – received.

MOVED in AMENDMENT by Trustee Andrachuk, seconded by Ashleigh Molloy, that staff direct Principals to have a broadcast list of Special Needs students and that the information regarding the TCDSB Special Education Parent Conference be sent electronically to the families of those Special Needs students.

The Amendment was declared

CARRIED

The Motion, as amended, was declared

CARRIED

MOVED by John MacKenzie, seconded by Giselle Romanino, that Item 9c) be adopted as follows:

- 9c) **Verbal Report regarding Exploring Opportunities to Offer the STYLE Program to Secondary Schools (Requested November, 2016) – received.**

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Dario Imbrogno, that Item 9d) be adopted as follows:

- 9d) **Verbal Report regarding Parliamentary Procedures Presentation Date – received and that the Parliamentarian be invited on Tuesday, April 4, 2017 for an Orientation Session with SEAC Committee Members.**

Staff was directed to send a reminder to all SEAC Committee members and to reconfirm their attendance prior to April 4, in order to cancel the Orientation Session, if necessary.

Results of the Vote taken, as follows:

In Favour

Trustees Andrachuk
 Tanuan
 Kennedy
 Dario Imbrogno
 Tyler Munro
 Gizelle Paine
 Marilyn Taylor

Opposed

John MacKenzie
Sandra Mastronardi
Ashleigh Molloy
Giselle Romanino
Raul Vomisescu

The Motion was declared

CARRIED

MOVED by Sandra Mastronardi, seconded by Gizelle Paine, that Item 9e) be adopted as follows:

- 9e) **Draft Report on Accountability Framework for Special Education 2016-2017** – received.

The Motion was declared

CARRIED

Sandra Mastronardi wished for it to be recorded that she voted against the Motion.

MOVED by Ashleigh Molloy, seconded by John MacKenzie, that Item 9f) be adopted as follows:

- 9f) **Draft Report regarding Educational Assistant and Child and Youth Worker Efficiencies in the Elementary and Secondary Panels** – received.

The Motion was declared

CARRIED

MOVED by Giselle Romanino, seconded by John MacKenzie, that Item 9g) be adopted as follows:

- 9g) **Special Education Plan – Autism and Learning Disability Framework Updates** – received.

The Motion was declared

CARRIED

MOVED by Sandra Mastronardi, seconded by Giselle Romanino, that Item 9h) be adopted as follows:

- 9h) **Invitation to Consultation regarding Draft Parent and Student Charters of Rights – March 27, 2017** - received.

The Motion was declared

CARRIED

MOVED by Sandra Mastronardi, seconded by Giselle Romanino, that Item 12a) be adopted as follows:

- 12a) **MASCE Meeting Highlights – February 8-9, 2017** – received.

The Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by Ashleigh Molloy that Item 13a) be adopted as follows:

- 13a) **Third Consecutive Absence** that Mary Pugh be excused legitimately for her third consecutive absence as an exception due to a death in her family.

The Motion was declared

CARRIED

MOVED by Sandra Mastronardi, seconded by Giselle Romanino, that Item 13b) be adopted as follows:

- 13b) **Inquiry from Giselle Romanino regarding Summer School Communication** – received.

The Motion was declared

CARRIED

MOVED by Giselle Romanino, seconded by Sandra Mastronardi, that Item 13c) be adopted as follows:

- 13c) **Inquiry from Sandra Mastronardi regarding the Review of the Special Education Plan by SEAC – received.**

The Motion was declared

CARRIED

MOVED by Giselle Romanino, seconded by Sandra Mastronardi, that Item 13d) be adopted as follows:

- 13d) **Inquiry from Sandra Mastronardi regarding Response from the Ministry of Education on the Autism Minority Report – received.**

The Motion was declared

CARRIED

MOVED by Giselle Romanino, seconded by Sandra Mastronardi, that Item 13e) be adopted as follows:

- 13e) **Inquiry from Sandra Mastronardi regarding Course Calendar 2017-18: Autism ISP Classes - received.**

The Motion was declared

CARRIED

MOVED by Sandra Mastronardi, seconded by Giselle Romanino, that Item 13f) be adopted as follows:

- 13f) **Inquiry from Gizelle Paine regarding the Submission of the SEAC Chapter Associations Letter to the Ministry of Education–**
received.

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Sandra Mastronardi, that the meeting adjourn.

.

The Motion was declared

CARRIED

SECRETARY

CHAIR



REPORT TO

REGULAR BOARD

2017-18 BUDGET PROJECTIONS FOR CONSULTATION PURPOSES

*“A GENEROUS MAN WILL HIMSELF BE BLESSED, FOR HE SHARES HIS FOOD WITH THE POOR.”
PROVERBS 22:9*

Created, Draft	First Tabling	Review
March 6, 2017	March 30, 2017	April 13, 2017

D. De Souza, Coordinator of Grants & Ministry Reporting
 G. Sequeira, Coordinator of Budget Services
 P. De Cock, Comptroller of Business Services & Finance

RECOMMENDATION REPORT

Vision:

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Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ. We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



R. McGuckin
 Associate Director of Academic Affairs

A. Sangiorgio
 Associate Director of Planning and Facilities

C. Jackson
 Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier
 Director of Education

A. EXECUTIVE SUMMARY

Changes to the Grants for Student Needs (GSN) Model over the past few years have resulted in reductions to TCDSB's operating funds in certain areas. The changes include the continued phase-in of changes to the School Foundation Grant, Differentiated Special Education Needs Amount (DSENA), Administration and Governance, School Operations and Declining Enrolment Adjustment grants. These reductions along with pressures in the areas of Special Education, Transportation and Occasional Teachers has led to TCDSB being in a deficit position and engaging in a four-year Multi-Year Recovery Plan (MYRP) since 2015-16.

TCDSB is expecting a 0.8% or \$8.3M overall reduction to its 2017-18 GSN allocation. 2017-18 is year three and the final year of projected GSN funding reductions.

During the Provincial Bargaining Table contract extension discussions with various employee groups, the TCDSB has been allocated \$9.5M to invest in system priorities. Up to \$7.5M of this can be potentially used to offset GSN reductions and planned MYRP expenditure reductions.

Additional options are presented in this report to find additional revenue generating opportunities to address the remaining GSN reduction shortfall of \$0.8M and any additional pressures that may arise prior to finalizing the 2017-18 budget.

The information provided in this report is based on our preliminary estimates at this point in time. The 2017-18 GSN announcement is expected in early April 2017 and could have a further impact to fiscal 2017-18.

The Administrative Services only (ASO) benefit surplus (subject to Ministry approval) is expected in Fiscal 2017-18, this would eliminate the accumulated deficit and completely balance the budget by 2017-18.

B. PURPOSE

1. This report presents some revenue-generating opportunities for consideration as part of year three of the four-year MYRP.
2. The revenue-generating opportunities outlined in this report are presented to the Board of Trustees for approval to support the community engagement and consultation process as the Board prepares its 2017-2018 budget estimates for submission to the Ministry of Education by the June 30th 2017 deadline.
3. The Board of Trustees' approval will be sought at the Board Meeting scheduled for May 18th 2017.

C. BACKGROUND

1. In Fiscal Year 2015-16, the Ministry of Education (EDU) announced a reduction in the Grants for Student Needs (GSN) for TCDSB by 0.8% or approximately \$8.3M/year. The proposed reductions contained within this report make provision for a potential 0.8% overall reduction to the Grants for Student Needs. 2017-18 is year three and the final year of the EDU projected funding reduction for GSNs.
2. TCDSB has made reductions totalling \$44.7M over the past two years to balance its budget in-year. The table in Section D shows the required reductions for 2017-18 fiscal year.
3. The projected total required in-year expenditure reduction for 2017-18 due to GSN reductions amounts to \$8.3M.
4. At the January 12, 2017 meeting of Student Achievement and Well-Being, Catholic Education and Human Resources Committee, Staff presented a report on the impact of Board-approved reductions for 2016-17 (Appendix B). Following receipt of this report, the Board passed the following motion:

That when staff come back with 2017-2018 budget reduction options that this report be included as an appendix and that staff included the following information for each reduction option: risks to students, schools, and the system (including risks to achievement, well-being, and learning opportunities; our proposed response(s) to the identified risks.

Staff will provide a final report on the impact of trustee approved reductions to the Regular Board in April.

D. EVIDENCE/RESEARCH/ANALYSIS

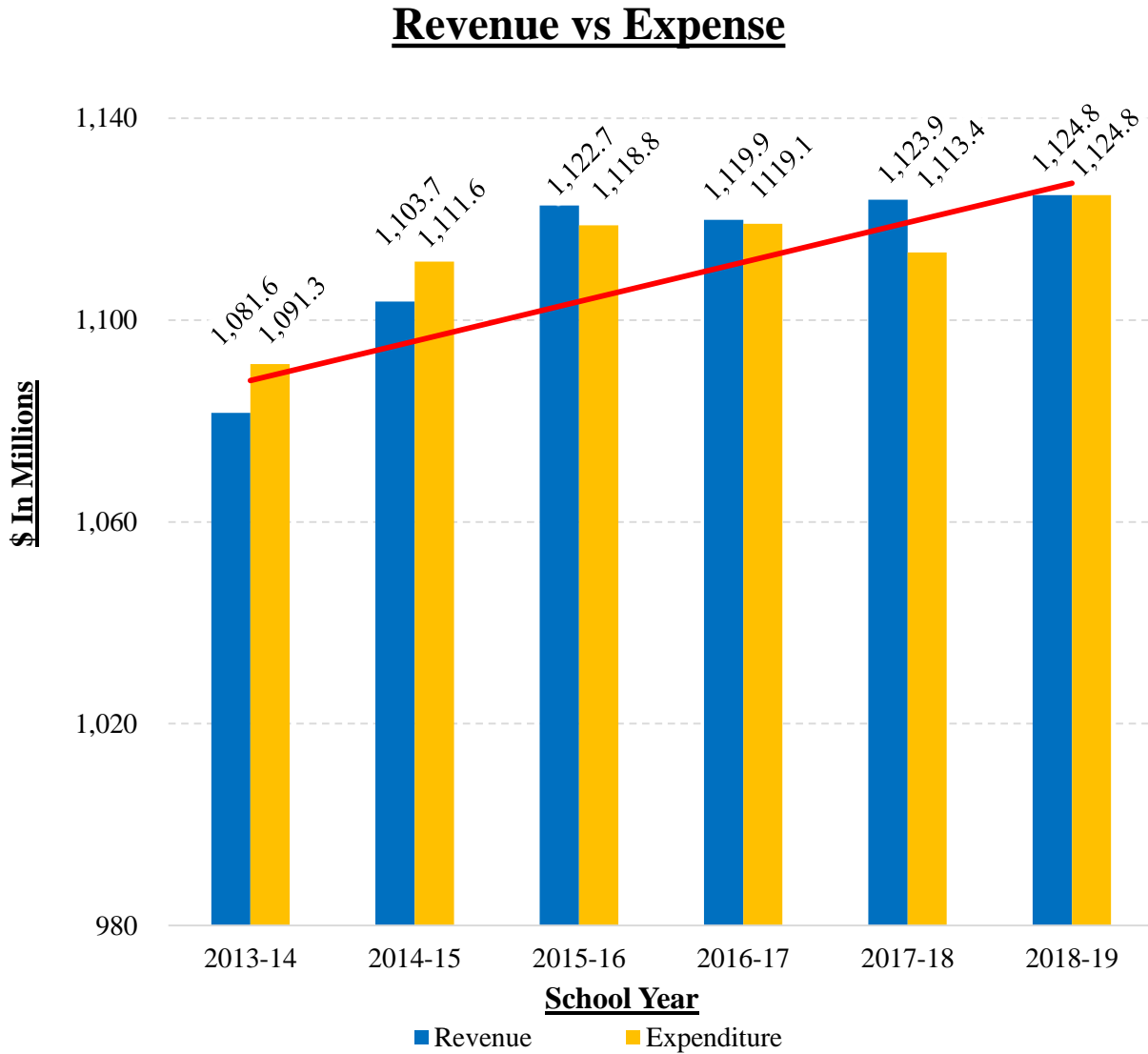
1. The table below depicts the 2017-18 projected revenues, expenditures and required budget reductions in order to balance the budget in-year and not increase the accumulated deficit.

2017-18 Budget Estimates	
Grant Revenues before Reductions	\$1119.9 B
Less: GSN reductions	\$ (8.3) M
Projected Grant Revenues	<u>\$1111.6 B</u>
Expenditure Budget Estimates before Reductions	<u>\$1119.9 B</u>
In-year Surplus/(Deficit) without Reductions	\$ (8.3) M
Required Reductions 2017-18	\$8.3 M
In-year Surplus/(Deficit) with Reductions	0

The Province has initiated a School Board Efficiencies and Modernization Strategy (SBEMS). This has resulted in reductions to GSN's in the following areas:

- School Operations \$1.7M
- Special Education \$2.7M
- Benefit Gratuity \$2.4M
- Earned leave \$0.7M
- Board Administration \$0.4M
- Declining Enrolment \$0.4M
- **TOTAL \$8.3M**

2. The chart below provides an overview of the Actual/Estimated Revenues and Expenditures over six years.

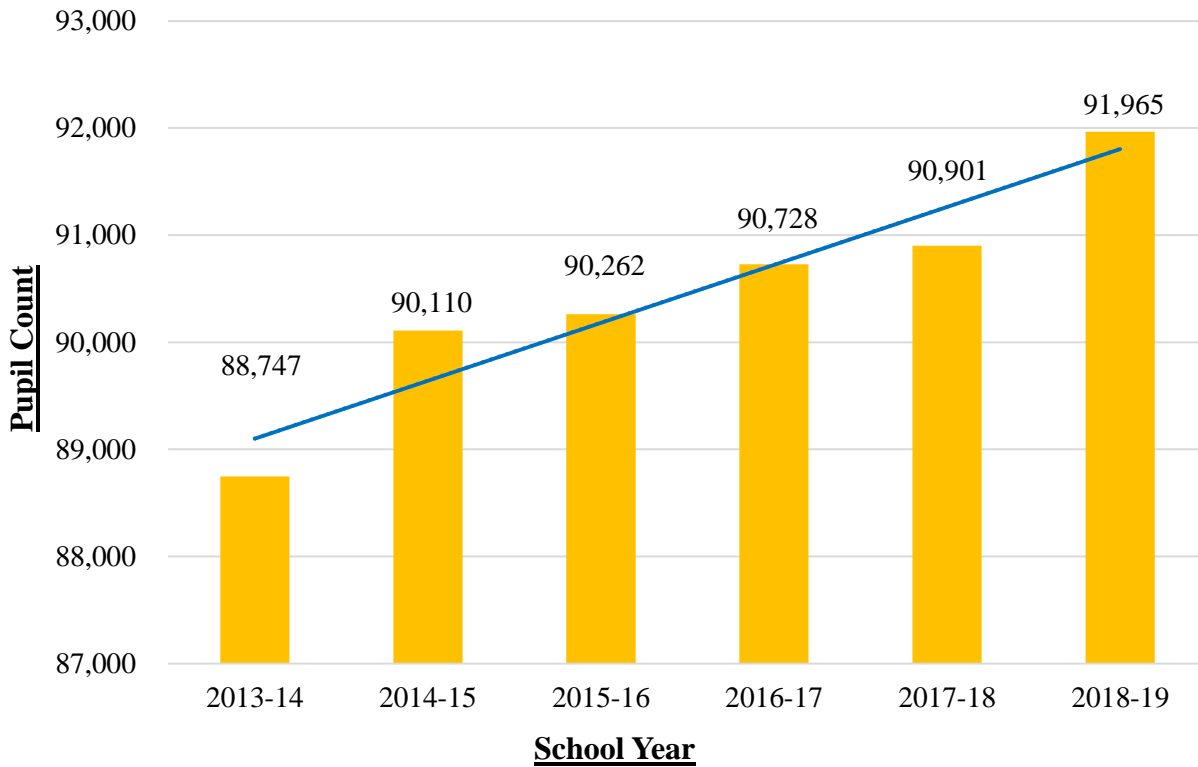


NOTES:

(1) The one-time revenue from the Administrative Service Only (ASO) Benefits Surplus of \$10.5M is included in the 2017-18 forecast. The timing of this one-time revenue is subject to variation, i.e. could be realized in 2017-18 or 2018-19.

- Enrolment is expected to slightly increase in 2017-18 and more significantly increase in 2018-19. Additional funding received for enrolment will be offset by additional expenditures due to enrolment. The chart below provides the Average Daily Enrolment Actual/Estimated for six years.

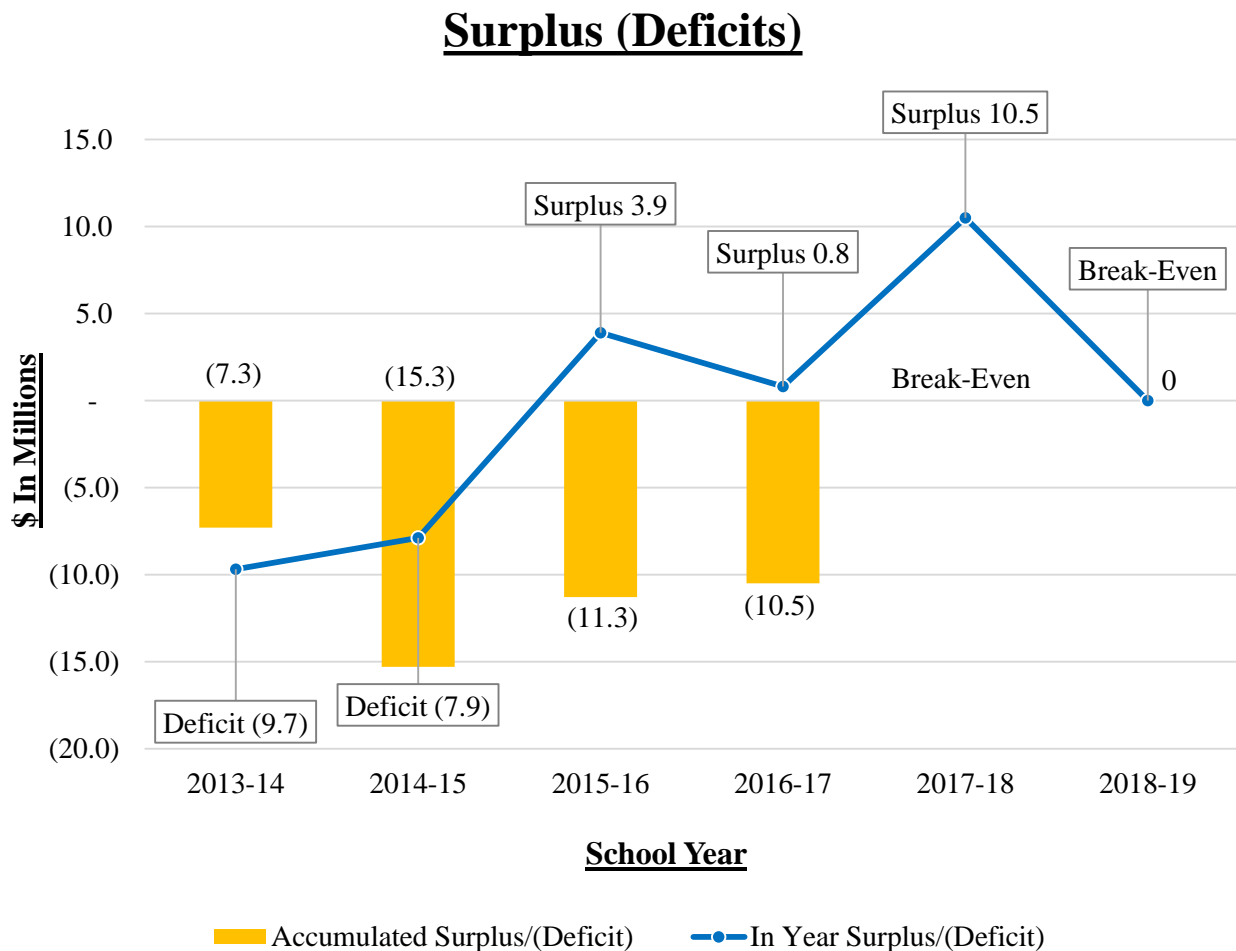
Total Average Daily Enrolment



- As per discussion with stakeholders, several investment opportunities have been identified to enhance TCDSB’s operations, student achievement and staff well-being. These include investing in its IT infrastructure, Employee Assistance Program and Religious Program Resources. As part of the consultations process, these areas will be reviewed in more detail and will come forward as part of the final budget recommendations.
- The Board of Trustees have made decisions to consolidate a few schools which will lead to more cost efficient operations. The financial impact of these consolidations will be brought forward during the budget process once all of the conditions and details associated with the consolidations are finalized.

6. TCDSB has historically provided group benefits, i.e. Health & Dental, in a self-funded manner also known as an Administrative Services Only (ASO) self-insurance arrangement. This fund has accumulated a surplus in excess of costs incurred to the present date. To date, staff have identified \$10.5M that can be used from the projected ASO benefit surplus (subject to Ministry approval) expected in Fiscal 2017-18 but some amounts may be received earlier.

The following chart outlines the Actual/Estimated Surplus/(Deficits) over the six years.



7. As a result of union contract settlements, up to \$7.5M can be used to offset GSN and MYRP planned expenditure reductions for fiscal 2017-18 in order to prevent staffing reductions. There are articles in the provincially negotiated contract extension agreements that allow for these funds to be used as offsets to prevent previously planned reductions, enrolment and grant changes.

The agreement with the Ontario English Catholic Teachers Association (OECTA) in article 9 states the following: “the system investment is an additional fund which shall provide additional teacher staffing to support student needs subject to fluctuations as determined by a school board acting reasonably.

The agreement with the Canadian Union of Public Employees (CUPE) contains similar language in greater detail in the Letter of Understanding #3 which states that “the Board undertakes to maintain its Protected Complement, except in cases of:

- a. A catastrophic or unforeseeable event or circumstance;
- b. Declining enrolment;
- c. Funding reductions directly related to services provided by bargaining unit members; or
- d. School closure and/or school consolidation

**2017-18 SUMMARY OF GSN REDUCTIONS AND
SYSTEM PRIORITY ALLOCATIONS**

Description of Employees included in Union Groups	17-18 GSN Reductions		OECTA, CUPE, EWAO & EFTO				
	Total 2017-18 GSN Reductions \$ M	Total 2017-18 GSN Reductions FTE	Total System Priorities Funding Allocations & FTE's 2017-18		System Priorities for GSN Reduction Allocation 2017-18	System Priority Additions	NET FTE (Cuts) / Additions
OECTA Elementary & Secondary Teachers.	(3.70)	(36.3)	5.70	56.8	3.7	2.0	20.5
EWAO Professional & Paraprofessionals	(0.20)	(2.1)	0.20	2.0	0.2		(0.1)
ETFO Designated Early Childhood Educators	(0.10)	(1.7)					(1.7)
CUPE Educational Assistants, School Secretarial Staff.	(3.70)	(57.7)	3.60	58.3	3.6		0.6
Non-Union (Principals, Vice Principals, Non-Union Staff in Board Admin, Transportation, School Op., Lunch Time Supervisors)	(0.60)	(6.1)					(6.1)
TOTAL	(8.30)	(103.9)	9.50	117.1	7.5	2.0	13.2

Note: Non-Union Staff including Principals and VP's have not settled their Extension Agreements for 2017-18

In addition, several structural revenue generating opportunities have been identified in consideration as part of the third year of the four-year deficit recovery plan. Details regarding these reductions can be found in the Options Analysis located in Appendix A.

E. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. Based on the options being considered for the 2017-2018 Budget, the community engagement will be conducted at the level of “**Inform**” – which is used for regular annual budget consultations. The “Inform” level as defined in the policy is:

“To provide community members and the general public with balanced and objective information to assist them in understanding issues, the alternatives, opportunities and solutions.”

The policy also states that:

“Community members and the general public will be open to receiving and understanding information.”

The continuum comprises six increasing levels of engagement that may be sought with community members: Inform, Consult, Involve, Collaborate, Consensus, and Empower.

2. The consultation plan is in compliance with Community Engagement Policy T.07, and reflects the desire expressed by Trustees to ensure that the communications and community engagement process involve **all** TCDSB community stakeholders.
3. Input and feedback received during this process will be presented at the April 26, 2017 Board meeting to inform Trustees as they finalize the budget for the 2017-2018 fiscal year for submission to the Ministry of Education by the June 30, 2017 deadline.
4. To optimize stakeholder input, the parameters for public consultation and communication is guided by these key factors:
 - a) A section of the TCDSB web site will be transformed to a “mini-website” dedicated informing the community about the 2017-2018 Budget consultation including: A Frequently Asked Questions (FAQs) information sheet and an online budget feedback tool used in previous consultations for the MYRP, and 2016-2017 budget process.

- b) To facilitate the need to be as inclusive as by overcoming language, cultural and socio-economic access barriers, a customized TRANSLATE tool has been developed to take advantage of GOOGLE Translator so that TCDSB stakeholders can access all budget information on the budget website in the language of their choice.
- c) Enhance face to face opportunities by aligning consultation process with dates for pre-scheduled Standing Board/Committee meetings (see chart below) parent engagement committees (CPIC, OAPCE-Toronto), Board advisory committees (e.g. SEAC), and Student leadership meetings (ESCLIT, CSLIT).

5. The Communications Plan will also be aligned to support budget engagement process through:

- Director's Bulletin Board
- Weekly Wrap Up, web (TCDSB's external and internal portal)
- social media (i.e. Twitter)
- E-newsletters and traditional school newsletters.
- Collaboration with the Archdiocese to publish information for inclusion in individual parish bulletins and parish web site links

Who will be invited to participate:

- Parents/Guardians
- Student Leaders (CSLIT and ECLSLIT)
- Community Leaders and Members (CSPCs, CPIC, OAPCE-Toronto etc.)
- All Employees and employee groups (Teachers/Support Staff including the federations TECT, CUPE and TSU)
- Special Education Advisory Committee (SEAC)
- Principals/Vice Principals
- Parishioners and Catholic Stakeholders (via Archdiocese)
- General Public (via PSAs, Community newspaper calendars, Twitter, TCDSB website)

F. ACTION PLAN: CONSULTATION TIMELINE

DATE	PUBLIC CONSULTATION ACTIVITY
<p>1) Friday, March 31, 2017 Community Consultation Launch (Subject to Board of Trustees Approval at March 30, 2017, Board meeting)</p>	<ul style="list-style-type: none"> • GO LIVE with online HTML web-based 2017–2018 Budget consultation pages on website. • Invitation letter from Chair and Director to Parents, Principals and chairs of CSPC, CPIC, OAPCE (Toronto), SEAC, CSLIT/ECSLIT, to participate in public consultations. • Communication sent to Archdiocese (via Communications Dept.) for distribution to individual parishes to encourage Catholic community/ stakeholder involvement
<p>2) March 31 – April 24, 2017 Online Budget Feedback Tool</p>	<ul style="list-style-type: none"> • Anonymous online input tool to inform Trustee deliberations on budget options.
<p>3) Thursday April 6, 2017 Student Achievement Committee</p>	<ul style="list-style-type: none"> • Opportunity for public deputations regarding budget options.
<p>4) April, 2017 (Date TBC) * Meeting with Union Partners</p>	<ul style="list-style-type: none"> • Consultation and discussion of budget options.
<p>6) Monday April 10, 2017 CPIC Meeting</p>	<ul style="list-style-type: none"> • Budget discussions with CPIC members for feedback
<p>7) Wednesday, April 12, 2017 Special Education Advisory Committee (SEAC) Meeting</p>	<ul style="list-style-type: none"> • Budget discussions with SEAC members for input and recommendations.
<p>8) Wednesday, April 19, 2017 Corporate Services Committee Meeting</p>	<ul style="list-style-type: none"> • GSN update for 2017-18 (including MYRP 3/yr. plan). • Opportunity for public deputations regarding budget options.

DATE	PUBLIC CONSULTATION ACTIVITY
9) Monday, April 24, 2017 OAPCE-Toronto Meeting	<ul style="list-style-type: none"> • Budget discussions with OAPCE-Toronto members for feedback
10) Wednesday, April 26, 2017 Regular Board Meeting	<ul style="list-style-type: none"> • Budget consultation update for Trustees. • Opportunity for public deputations regarding budget options.
11) Wednesday April, 2017 (TBC) ESCLIT/CSLIT	<ul style="list-style-type: none"> • Budget information and options discussed with student leaders
12) May 4, 2017 Student Achievement Committee Meeting	<ul style="list-style-type: none"> • Opportunity for public deputations regarding budget options.
13) Thursday, May 11, 2017 Corporate Services Committee Meeting	<ul style="list-style-type: none"> • Opportunity for public deputations regarding budget options.
14) Thursday, May 18, 2017 Regular Board Meeting	<ul style="list-style-type: none"> • Final opportunity for delegations. • Final vote on approval of 2017-2018 Budget for submission to the Ministry of Education by June 30, 2017.

G. STAFF RECOMMENDATION

1. That the Board use the System Priorities funding of approximately \$7.5M to offset the staffing reductions of \$8.3M and the balance reductions of \$0.8M to be funded from additional revenue generating opportunities identified below.
2. That the Board of Trustees approve for inclusion in the budget engagement and consultation process, the following list of potential revenue generating opportunities as a strategy towards building a 2% reserve to remain in good standing with the EDU.

Revenue Generating Opportunities			
1	Parking Revenues (\$5/day)		5,000,000
2	Permit Revenues		500,000
3	After-Hours Parking Revenue		400,000
	TOTAL		\$5,900,000

3. That staff present the 2017-18 Budget which will be reflective of the community budget consultations to the Board of Trustees at the Board meeting scheduled for May 18th 2016.

Revenue Generating Opportunity	Brief Description	\$ Amount (M)	Impact on TCDSB Mandate and Known Risks (students, schools, and the system, including student achievement, well-being and learning opportunities)	Mitigation Strategy
Parking Revenues (\$5/day)	Charge for parking at the approximately 7,000 parking spaces throughout the TCDSB system.	5.00	There are operational impacts, i.e., need to hire additional staff in order to implement and oversee the initiative, and install appropriate software and hardware; and there will be an impact to staff motivation and well-being.	Implement a parking fee schedule in proportion to the employees' gross annual income.
Permit Revenues	Full implementation of the new Permits Rates Schedule to ensure full cost recovery as existing permits expire.	0.50	There may be cost impacts to not-for-profit community associations which may result in increases to their respective membership fees.	Review and mitigate the impacted not-for-profit groups on a case-by-case basis.
After- Hours Parking Initiative	Expand the existing agreement with the Toronto Parking Authority to permit After-Hours Community parking at more schools.	0.40	There are significant logistical issues associated with implementing paid parking at all Board facilities such as the impact to scheduled permitted activities and access by staff after hours.	Coordinate with the TPA and schedule the availability of parking lots to avoid any potential conflicts.



REPORT TO

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

PRELIMINARY REPORT ON THE IMPACT OF TRUSTEE-APPROVED REDUCTIONS, 2016-2017

*"I CAN DO ALL THIS THROUGH HIM WHO GIVES ME STRENGTH."
PHILIPPIANS 4:13 (NIV)*

Created, Draft	First Tabling	Review
December 18, 2016	January 12, 2017	Click here to enter a date.

Nick D'Avella, Superintendent of Student Success
Lori DiMarco, Superintendent of Curriculum Leadership & Innovation; ICT

INFORMATION REPORT

Vision:

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We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



R. McGuckin
Associate Director of Academic Affairs

A. Sangiorgio
Associate Director of Planning and Facilities

C. Jackson
Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier
Director of Education

A. EXECUTIVE SUMMARY

This report provides preliminary information on the impact of Board-approved reductions and efficiencies for the 2016-2017 academic year. It outlines a framework for reporting on the effects of reductions in five categories:

- i. Classroom Teachers
- ii. Non-Teaching Support Personnel
- iii. Resources
- iv. Facilities
- v. Teacher Support and Benefits

For each reduction or efficiency within the above categories, the report identifies the known impact, associated risks, opportunities, and the data sources used in monitoring the present and future effects of the reductions.

While this report includes high level statements on the impacts of reductions in special education, a separate, detailed preliminary report specific to Education Assistants and Child & Youth Workers will provide a more in-depth analysis.

The cumulative staff time required for the preparation of this report was 25 hours.

B. PURPOSE

The purpose of this report is to provide preliminary information on the data being tracked and monitored since September 2016 which informs the Board of the system and student impact on those areas where the Board has approved reductions for 2016-2017. It draws upon available data from a variety of sources and identifies data sources and research methodologies for the on-going monitoring of the impact of the approved reductions.

C. BACKGROUND

1. In the 2015-2016 academic year, Trustees approved a Multi-Year Recovery Plan (MYRP) in order to address the Board's deficit. The

MYRP outlined both budget reductions and revenue-generating opportunities.

2. In order to inform future planning and decision making, the Board will monitor the effects of trustee-approved reductions on an on-going basis as it continues to implement its Multi-Year Recovery Plan.

D. EVIDENCE/RESEARCH/ANALYSIS

A. Direct Classroom Impact: Classroom Teachers

1. Secondary Teachers – Reduction of FTE 54.00 at a saving of \$5.6 million

- a. **Impact:** This reduction was realized when the board staffed secondary schools consistent with the student/staff GSN funding ratio of 22:1 instead of a previous ratio of 20.84. The immediate impact of this reduction was an increased aggregate secondary class size from 20.84:1 to 22:1. As a result Board secondary staffing was brought into alignment with GSN funding.
- b. **Risk:** On average, class sizes increased in secondary schools. With an average increase of 1.16 in the pupil/teacher ratio there is an anticipated minimal impact on student achievement.
- c. **Opportunity:** The Board has realized savings (\$5.6 million) by bringing staffing levels in line with GSN funding. Currently, secondary schools are staffed at the GSN funding levels similar to other district school boards.
- d. **Data Sources:** Class Size Reports-comparative data; Staff Voice on EQAO staff surveys and the Board Learning Improvement Plan (BLIP) / School Effectiveness Framework (SEF) survey; Student Achievement Indicators are used to monitor the effects of the reductions in secondary staffing.

2. Monsignor Fraser College Secondary Teachers – Reduction of FTE 4.00 at a savings of \$0.4 million

- a. **Impact:** The immediate impact was a reduction in Msgr. Fraser staffing levels among its four campuses. As a result the Board realized a savings of \$0.4 million.
- b. **Risk:** With this reduction there was some decreased variety among elective courses offered.
- c. **Opportunity:** Program adjustments focused on the delivery of programs and courses required for student success specific to the meeting graduation requirements. Staff are investigating new and innovative methods of delivering the program so that there is higher student enrolment on the Ministry count dates of October 31 and March 31 each year, resulting in increased funding.
- d. **Data Sources:** Class size reports, Student Voice Surveys, and BLIP/SEF Survey will be used to monitor the effects of this reduction.

3. **Special Education Teachers – Reduction of FTE 50.00 in secondary and FTE 35.00 in elementary at total savings of \$8.5 million**

- a. **Impact:** The immediate impact of this reduction is higher caseload per special education teacher. The reduction has resulted in a savings \$8.5 million.
- b. **Risk:** There is the potential risk of reduced service to some students with special needs in regular classrooms.
- c. **Opportunity:** This reduction has resulted in the refinement of the Board’s special education service delivery model. There is the opportunity to increase classroom teacher capacity to support students with special needs within an integrated service delivery model.
- d. **Data Sources:** Student Achievement Indicators

4. **Education Assistants (EA) and Child & youth Workers (CYW) (Elementary and Secondary) – Reduction of FTE 86.00 Education Assistants at a savings of \$4.3 million and FTE 12.00 CYWs at a savings of \$0.7 million.**

NOTE: *A separate, detailed Preliminary Report on EA and CYW efficiencies will be presented.*

- a. **Impact:** The immediate impact of these reductions is an increased caseload for Education Assistants and Child and Youth Workers. The savings to the Board is \$4.3million (EA) and \$0.70 million (CYW).
- b. **Risk:** The key risk is the potential of reduced support to some students with special needs in regular classrooms.
- c. **Opportunity:** There is an opportunity to refine the delivery of special education supports to students through the continuous reassessment of needs and the redeployment of staff to address the learning requirements of students most in need. This will ensure support services are allocated efficiently and effectively as the Special Services Department has created a complement of system-wide itinerant EA's allocated by Superintendent Area, allowing for the deployment of support staff to schools based on locally identified needs through continual dialogue between schools and field superintendents.
- d. **Data Sources:** Student Achievement Indicators.

5. Literacy Program Teachers (elementary) – Reduction of FTE 47.0 at a savings of \$4.7 million

- a. **Impact:** This reduction has resulted in the elimination of the Junior Literacy Intervention Program (JLI) while retaining the focused maintenance of the 5th Block Literacy Program for schools most in need. This has saved the Board \$4.7 million.
- b. **Risk:** Some risk to student achievement in literacy exists mitigated by increased classroom teacher capacity to support student literacy needs within the classroom context.
- c. **Opportunity:** 5th Block teachers provide mentoring and support in order to increase teacher capacity to and efficacy in meeting students' literacy learning needs within the classroom context.
- d. **Data Sources:** A range of Student Achievement Indicators – Report Card Data, Running Records, 2016-2017 EQAO Data.

6. International Languages (elementary) – Modification of International Languages Instructor Basic Time Class (BTC) at savings of \$1 million

- a. **Impact:** The adjustment in International Languages Instructors' Basic Time Class (BTC) has netted the Board a savings of \$1 million. International Languages Instructors are now teaching the full course load for which they are remunerated. IL Instructors also took two unpaid days on PD days in 2016-2016.
- b. **Risk:** With no loss of programming, this reduction has resulted in no risk to students, however funding levels remain below the program expenditures.
- c. **Opportunity:** The International Languages Program is sustained with the modification in BTC of its instructors. Opportunities for after-school and Saturday programs are being explored by staff and will be presented in a separate report in February 2017.
- d. **Data Sources:** Student Achievement Indicators

B. Indirect Classroom Impact: Non-teaching Personnel FTE

7. Teacher Librarians (elementary) – Reduction of FTE 48.1 at a savings of \$2.7 million

- a. **Impact:** This reduction has resulted in a savings of \$2.7 million. Teacher Librarians have been replaced with Library Technicians.
- b. **Risk:** There has been the elimination of some opportunities for co-planning and co-teaching between classroom teachers and teacher librarians.
- c. **Opportunity:** The deployment of library technicians has ensured that libraries remain open and key library services and resources remain available to staff and students.
- d. **Data Sources:** Staff Voice (BLIP/SEF survey data)

8. Central Program Principals and Reductions in Central Resource Teachers – Reduction of 44.0 FTE at a savings of 4.8 million

- a. **Impact:** The immediate impact has been the elimination of system principals serving as central special education coordinators, and curriculum program coordinators in Numeracy, Literacy, Pathways, and Catholic Community, Culture and Care (CCCC).
- b. **Risk:** As a result of the elimination of special education coordinators there has been an increase in responsibility for Area superintendents and principals. The responsibility for the administration of the Identification Placement and Review Committee (IPRC) process and the management of parent and teacher concerns related to special education has resulted in principals being out of their schools more frequently.

The elimination of principal coordinators and the reductions to central resource staff in numeracy, literacy, pathways, and Catholic Community, Culture, and Care has resulted in a decentralized professional development delivery model.

- c. **Opportunity:** Over time, the decentralized professional development model has the potential of improving principals' and vice-principals' efficacy as instructional leaders. Decentralized professional development is more responsive to local teacher voice and specific student learning needs.
- d. **Data Sources:** Staff BLIP/SEF Survey (Staff Voice), Student Achievement Indicators.

9. Vice-Principals-Reduction of FTE 14.00 at a savings of \$1.5 million

- a. **Impact:** This reduction is a result of changes to the GSN funding model for vice principals and board-approved reductions for elementary vice principals. These reductions bring the Board's vice-principal allocation in alignment with GSN funding with the elimination of the position of "teaching vice-principal." Board-approved reductions have brought the total allocation of vice principals in the system below the funding line.
- b. **Risk:** With the increased workload and responsibility for principals in schools where vice-principal positions have been reduced or eliminated, there is a risk to the safe school environment.

- c. **Opportunity:** Schools will adjust their safe school plans by placing greater emphasis on progressive discipline and on increasing vigilance through the “whole-school” approach to create a safe and welcoming learning environment.
- d. **Data Sources:** Safe Schools Data, Student Attendance, Student Achievement Indicators, and Student Voice.

10. Elementary Guidance Teachers – Reduction of FTE 4.00 at a savings of \$0.4 million

- a. **Impact:** The Board has reduced the complement of elementary school guidance counsellors from 16 to 12.
- b. **Risk:** This reduction has resulted in fewer guidance counsellors taking on an increased number of schools in their care with reduced frequency of visits to schools
- c. **Opportunity:** There is the potential for increased staff capacity in dealing with students’ emotional and academic needs supported through the implementation of the Board’s Student Mental Health and Well- Being Strategy.
- d. **Data Sources:** Safe Schools Metrics, Student Voice.

11. Secondary School Student Supervisors – Reduction of FTE 10.00 at a savings of \$ 0.2 million

- a. **Impact:** A reduction of 10 student supervisor positions has resulted in a savings of \$0.2 million
- b. **Risk:** This reduction has increased the supervision role of school administrators and staff, and has increased the potential for unsafe situations in schools.
- c. **Opportunity:** Schools will adjust their safe school plans by placing greater emphasis on progressive discipline and on increasing vigilance through the “whole-school” approach to create a safe and welcoming learning environment. Schools will engage all members of the community to create a safe and welcoming environment.
- d. **Data Sources:** Safe Schools Metrics

12. Increased Efficiency in Planning and Evaluation Time – Equivalent Reduction of FTE 22.00 at a savings of \$ 2.2 million

- a. **Impact:** The Board has increased its efficiency in the use of its Program Specialty Teacher (PST) allocation to provide planning time for elementary classroom teachers. Program Specialty Teachers teach Health & Physical Education, Instrumental/Vocal Music and Core French. This has resulted in the elimination of unassigned PST time.
- b. **Risk:** There has been no risk to programming resulting from the elimination of unassigned PST time.
- c. **Opportunity:** The Board is maximizing the use of Program Specialty Teacher time allocation.
- d. **Data Sources:** HR Metrics – School Staffing information.

13. Central Office and Administration Efficiencies at a savings of \$2.4 million

- a. **Impact:** As a result of these reductions, selected central office management positions were eliminated and/or not filled once vacated.
- b. **Risk:** The Board is currently spending \$2.6 million less than allowed in the allocation for Central Office Administration and Governance. This carries the potential risk of loss of oversight controls, delays in completing tasks and processes that could result in possible Collective Agreement violations. There is a demonstrable risk of not retaining employees given workload increases.
- c. **Opportunity:** Some efficiencies have been realized through automation of tasks and re-deployment of staff resources and tasks.
- d. **Data Sources:** HR Metrics for System Implementation and Monitoring

C. Indirect Classroom Impact: Resources

14. Textbooks, Computers Technology, School Block Carryovers, and reductions to School Block Budgets at a savings of \$3.6 million.

- a. **Impact:** The expected impact of reductions in the 2015-2016 School Block Budgets has resulted in fewer purchases of textbooks, learning materials and technology curriculum supports. The elimination of school block carryover funds has prevented schools from using these funds for any planned expenditures in 2016-2017.
- b. **Risk:** Reductions in spending on learning materials and technologies in support of curriculum carry the potential of impacting student achievement. The removal of unspent carryover funds had minimal impact.
- c. **Opportunity:** There is the opportunity to provide further PD for principals on efficient budget management. The effects of Block Budget Reductions in 2016-2017 can be mitigated by the adoption, where appropriate, of paperless learning resources available on line.
- d. **Data Sources:** Student Voice, Staff Voice, Student Achievement Indicators

15. Professional Development – Reduction of \$0.5 million in the Staff Development Budget

- a. **Impact:** The impact of this decrease is a reduction in Professional Development for curriculum areas outside of Numeracy and Literacy.
- b. **Risk:** Subject areas such as Music, Art, Science and Social Science, and Safe Schools will be impacted.
- c. **Opportunity:** The decentralized professional delivery model is more responsive to local student learning needs. Increased funds for PD in Literacy and Numeracy (Renewed Mathematics Strategy) has offset the \$0.5 million in staff development funding reductions.
- d. **Data Sources:** Staff Voice (BLIP/SEF survey)

D. Indirect Classroom Impact – Facilities

16. School Consolidation

- a. **Impact:** Pupil Accommodation Reviews as per Board approval aims to consolidate school communities in order to realize efficiencies in both staffing and facilities.
- b. **Risk:** Initial potential loss of students and increased transportation costs.
- c. **Opportunity:** Larger student enrolment leads to increased staffing in the consolidated school communities in order to support the delivery of curricular and co-curricular programming
- d. **Data Sources:** Community Voice

17. Energy Management and School Cleaning and Maintenance Efficiencies at a savings of \$1.3 million.

- a. **Impact:** The Techni-Clean School cleaning program, combined with the reduction of access to unused rooms/areas in TCDSB schools, optimizes the deployment of custodial staff for maximum efficiency and reduces cleaning costs.
- b. **Risk:** No identified risks.
- c. **Opportunity:** The savings accrued from increased efficiencies result in the use of Board staff to carry out maintenance and repairs and reduce reliance on costly third-party contractors.
- d. **Data Sources:** Facilities Metrics, Techni-Clean Metrics

E. Indirect Classroom Impact: Teacher Supports, Benefits

18. Attendance Support Initiative at a savings of \$2.0 million

- a. **Impact:** This initiative can reduce employee absenteeism through the use of evidence-informed attendance support strategies, as well as consideration for an employee assistance program to reduce absenteeism.

- b. **Risk:** Collective Agreements specify the Sick Leave Short Term Disability plans for employees. Any Employee Assistance Plan will add to the budget expenditures.
- c. **Opportunities:** Reduction in Occasional Teacher costs.
- d. **Data Sources:** HR Metrics and Monitoring, Staff Voice

19. Employee Benefits Monitoring Provision – At a savings of \$1million

- a. **Impact:** Application of unused benefit funds to deficit reduction
- b. **Risk:** No identified risk
- c. **Opportunity:** The application of conservative accounting methodologies has generated a margin for permanent reductions with no identified risks.
- d. **Data Sources:** HR Metrics, Staff Voice

E. METRICS AND ACCOUNTABILITY

1. As the Board implements its Multi-Year Deficit Recovery Plan, it will continue to monitor the impact of Board-approved reductions and identified efficiencies.
2. The following chart summarizes the sources of available data which inform the process of gauging the impact of trustee-approved reductions:

Data Sources

Student Achievement Indicator Data (Elementary)	EQAO trends, (Report Card)
Student Achievement Indicator Data (Secondary)	Credit Accumulation, Grade 9, OSSLT, attendance, community hours etc.
Safe Schools Metrics (Elementary and Secondary)	Suspension, Expulsion, Recidivism
Student Voice – Elementary	Safe and Caring Catholic School Climate Survey, EQAO Questionnaires

Student Voice – Secondary	Transition Survey; My School, My Voice; Safe Schools Survey, EQAO Questionnaire
Staff Voice – Elementary and Secondary	BLIP/SEF Survey

3. Going forward, it is understood that additional data sources and research methodologies may need to be developed to assess the impact of reductions on the overall learning environment. These could include: surveys, focus groups and interviews. A variety of research tools such as case studies and collaborative inquiries will yield valuable data to inform decision making in order to sustain an optimum learning environment throughout the implementation of the Multi-Year Deficit Recover Plan.

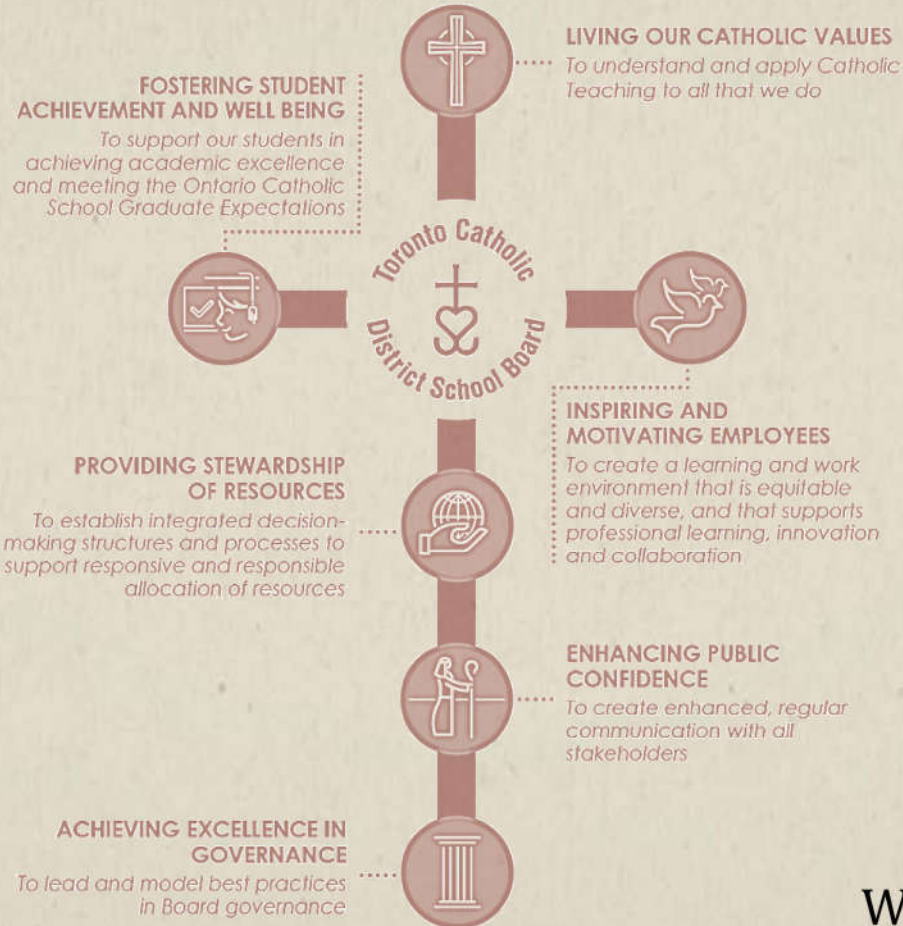
F. CONCLUDING STATEMENT

This report is for the consideration of the Board.



2017-18 BUDGET ESTIMATES FOR CONSULTATION PURPOSES

OUR STRATEGIC DIRECTION 2016-2021



Wednesday, April 12, 2017

PURPOSE

1. Provide a high level overview of 2017-18 Budget projections and potential strategy to address the shortfall and accumulated deficit.
2. Seek approval for the Budget Consultation Strategy.

CONTEXT

Over the past two years, changes to the GSN model have resulted in reductions to TCDSB's operating funds and is one of the primary reasons why the Board has a deficit.

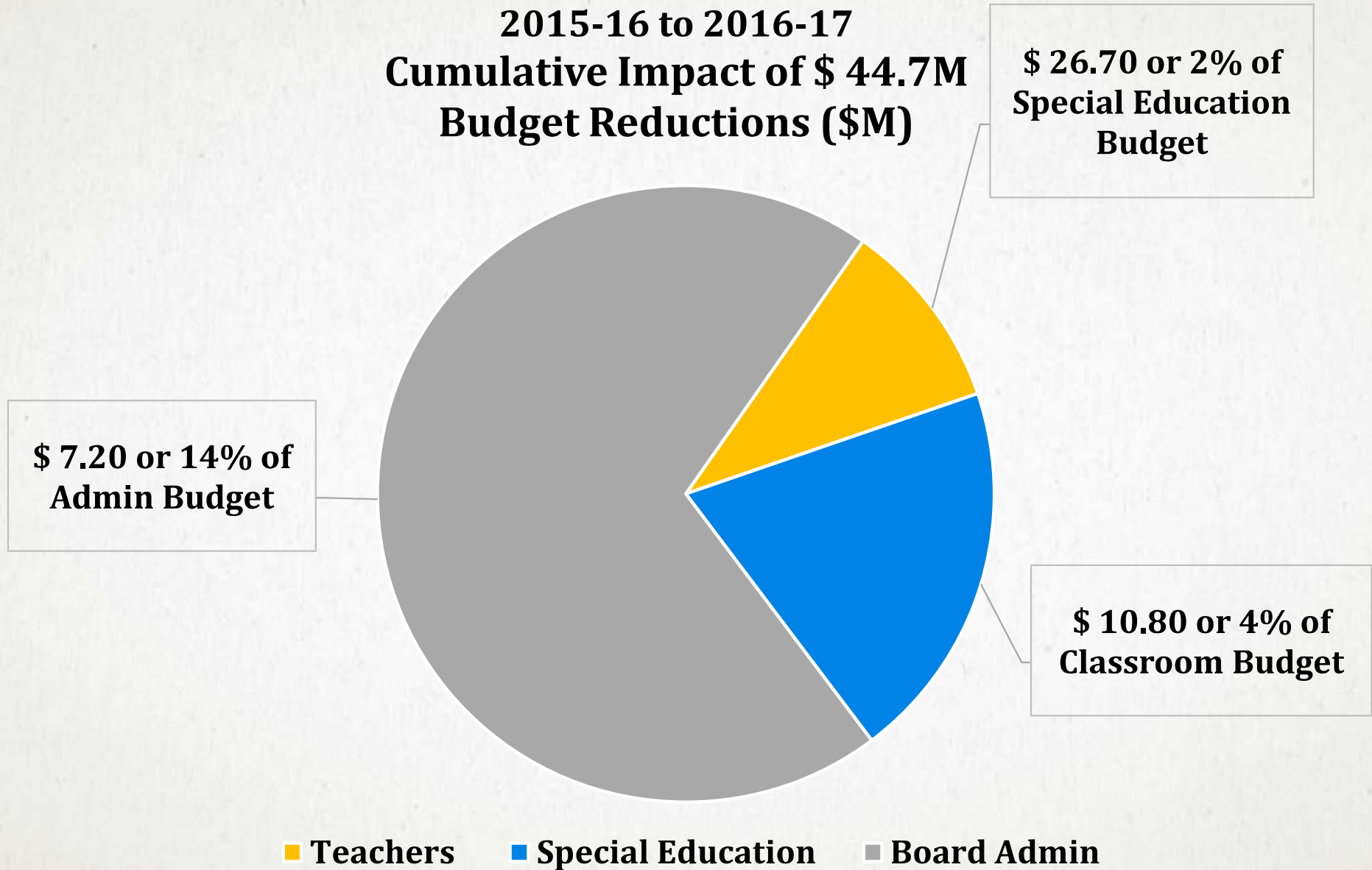
- TCDSB is expecting a 0.8% or \$8.3M overall reduction to its 2017-18 GSN allocation.
- 2017-18 is the third and final year of projected GSN funding reductions
- The information provided in this report is based on our preliminary estimates at this point in time
- The 2017-18 GSN announcement is expected in early April 2017 and could have a further impact to fiscal 2017-18

BACKGROUND (CONTINUED)

- TCDSB has made reductions totalling \$44.7M over the past two years to balance its budget in-year
- Cuts have impacted all areas of the Board including classroom and administration
- Future budget strategies should try to minimize further reductions to ensure effective programming and system supports

BACKGROUND

2015-16 to 2016-17 Cumulative Impact of \$ 44.7M Budget Reductions (\$M)



PRELIMINARY OUTLOOK

The table below depicts the 2017-18 projected revenues and required budget reductions in order to balance the budget in-year and not increase the accumulated deficit.

2017-18 Budget Estimates	
Grant Revenues before Reductions	\$1,119.9 M
Less: GSN reductions	\$ (8.3) M
Projected Grant Revenues	<u>\$1,111.6 M</u>

POTENTIAL IN-YEAR BUDGET STRATEGY

- During the Provincial Bargaining Table contract extension discussions with various employee groups, the TCDSB has been allocated \$9.5M to invest in system priorities
- Up to \$7.5M of this can be potentially used to offset GSN reductions and planned MYRP expenditure reductions

POTENTIAL IN-YEAR BUDGET STRATEGY (CONTINUED)

- An additional \$0.8M would need to be found to balance the budget in-year.
- Staff have identified potential revenue generating opportunities to address this gap.

This strategy could allow TCDSB to balance the 2017-18 in-year budget without any reductions to programs or staffing (assuming no further GSN reductions).

OTHER POTENTIAL BUDGET OPPORTUNITIES

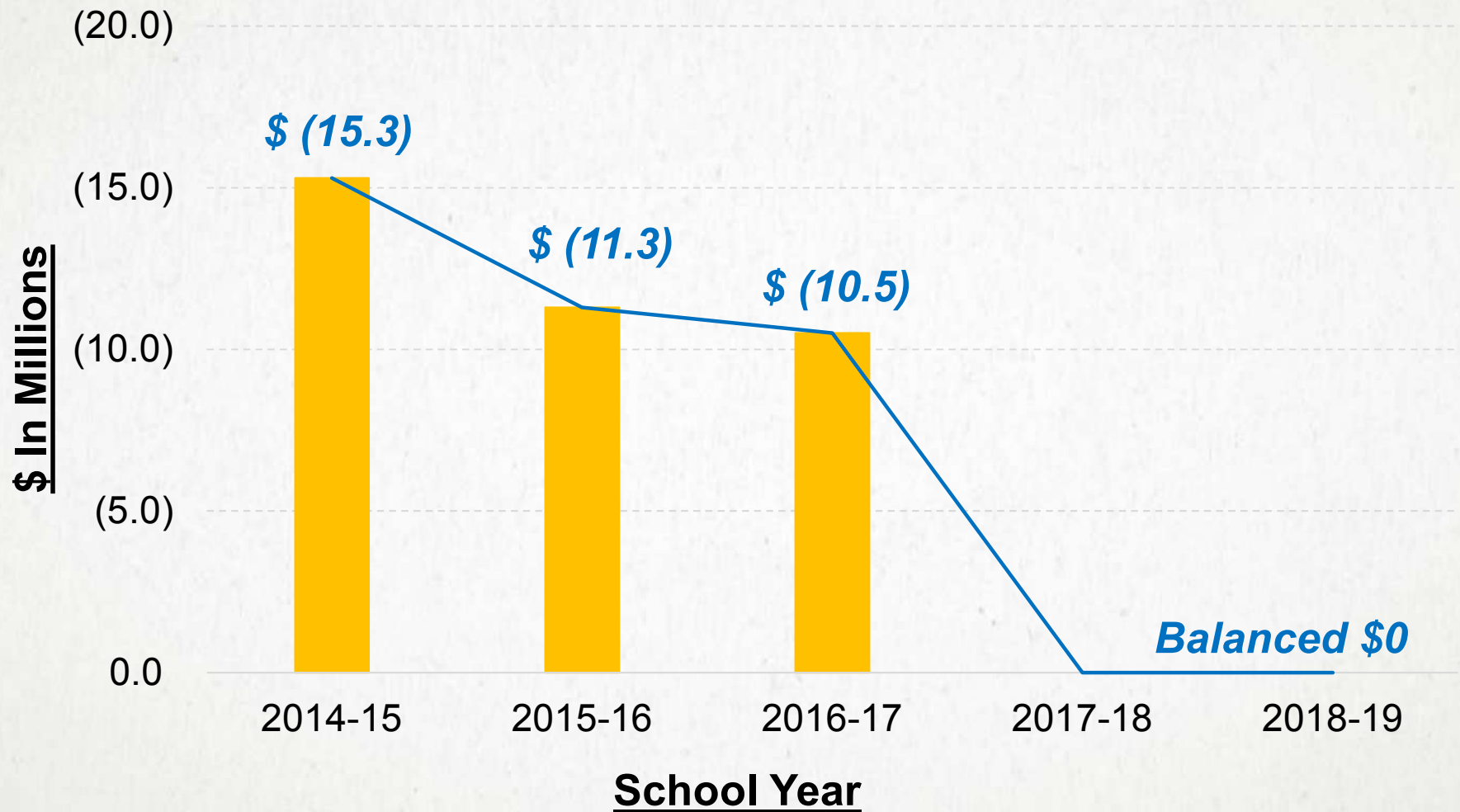
- Trustee approved school consolidations in 2017-18 will result in cost-savings
- Potential investment opportunities have also been identified:
 - Employee Assistance Program
 - IT infrastructure
 - Religious Program Resources
- Consultation process may also result in new ideas for savings and/or investments
- These items will be presented as part of the draft budget estimates report, while complying with the need to balance the budget

STRATEGY TO ADDRESS ACCUMULATED DEFICIT

- Accumulated deficit is currently projected at \$10.5M
- As part of our MYRP, TCDSB is committed to eliminating this accumulated deficit by 2018-19.
- There is an opportunity to use funds in the Benefits Surplus to completely eliminate the Accumulated Deficit.
- Staff have been working with the Benefit providers and the Ministry and it is expected that \$10.5M can be accessed by the end of 2017-18
- This will eliminate the Accumulated Deficit one year earlier than planned

STRATEGY TO ADDRESS ACCUMULATED DEFICIT (CONTINUED)

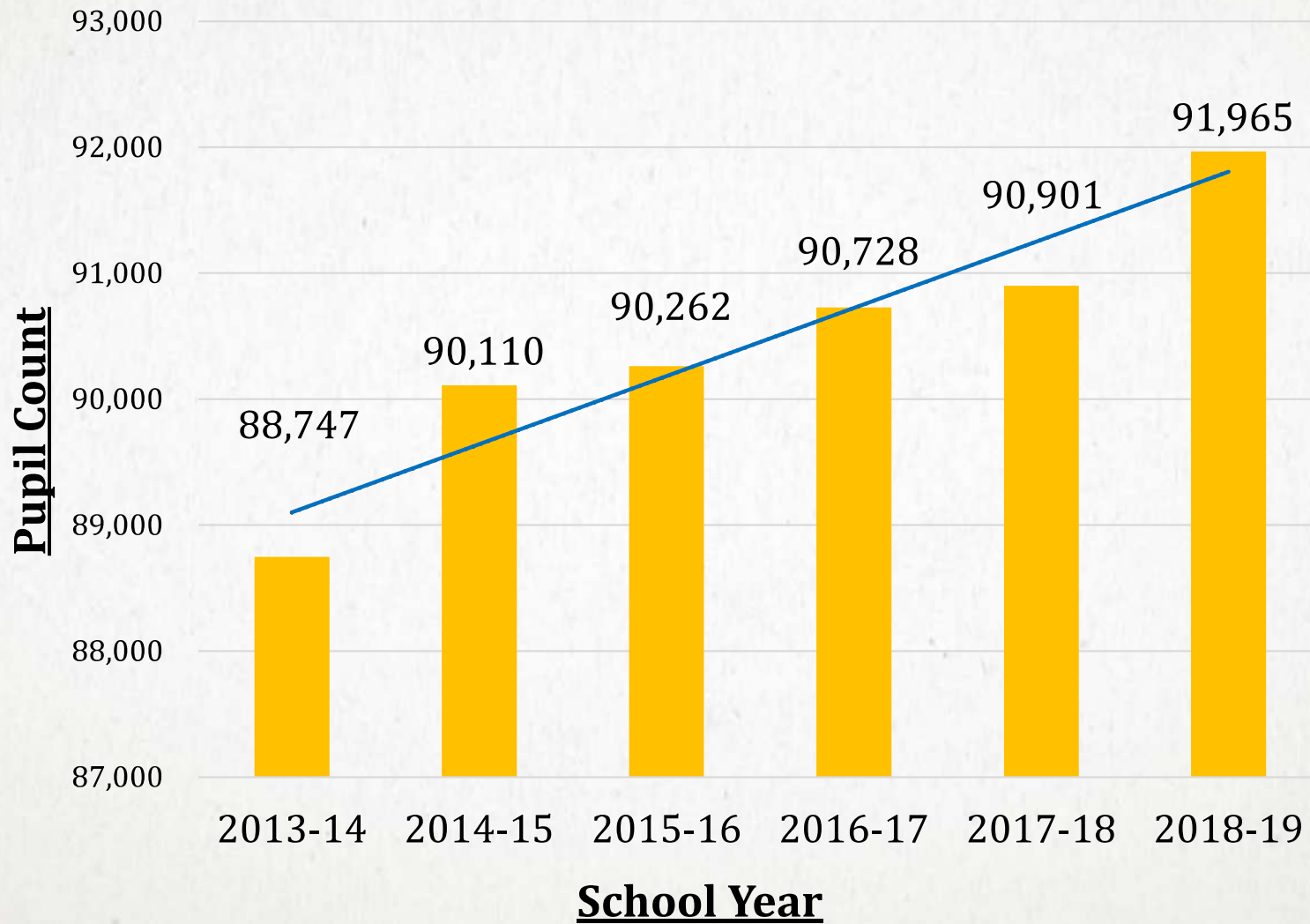
Accumulated Surplus/(Deficits)



This strategy would eliminate the accumulated deficit one year early.

FUTURE OUTLOOK

Total Average Daily Enrolment



COMMUNICATION STRATEGY

Based on the options being considered for the 2017-2018 Budget, it is proposed that the community engagement will be conducted at the level of “Inform” – which is used for regular annual budget consultations.

Input and feedback received during this process will be presented to the Board following the completion of the consultation process.

STAFF RECOMMENDATION

- 1) Use the System Priorities funding of approximately \$7.5M to offset the staffing reductions of \$8.3M, with the balance reductions of \$0.8M to be funded from additional revenue generating opportunities identified below.
- 2) Approve for inclusion in the budget engagement and consultation process, the following list of potential revenue generating opportunities.

Revenue Generating Opportunities	
1	Parking Revenues (\$5/day) 5,000,000
2	Permit Revenues 500,000
3	After-Hours Parking Revenue 400,000
TOTAL	
\$5,900,000	

APPENDIX A

UPDATED MYRP 2017-18 (\$ in Millions)

	2015-16 Actuals as of at August 31, 2016	2016-17 Approved Revised Estimates	2017-18 Projections	2018-19 Projections
Opening Accumulated Surplus / (Deficit)	(15.3)	(11.3)	(10.5)	0.0
Total Revenue	1,122.7	1,119.9	1,121.7	1,124.8
GSN Reductions			(8.3)	
ASO Benefits Surplus			10.5	
Total Revenue	1,122.7	1,119.9	1,123.9	1,124.8
Expenditures	1,148.2	1,134.4	1,121.7	1,124.8
Board Approved Expenditure Reductions	(29.4)	(15.3)	0.0	0.0
In-year Required Reductions	0.0	0.0	(8.3)	0.0
Total Expenditures	1,118.8	1,119.1	1,113.4	1,124.8
In-Year Surplus / (Deficit)	3.9	0.8	10.5	0.0
Accumulated Surplus / (Deficit)	(11.3)	(10.5)	0.0	0.0

2017-18 Revenue includes additional GSNs due to projected increase in enrolment

APPENDIX B

2017-18 SUMMARY OF GSN REDUCTIONS AND SYSTEM PRIORITY ALLOCATIONS

Description of Employees included in Union Groups	Total GSN Reductions 2017-18		Total System Priorities Funding Allocation 2017-18		System Priorities Funding to offset GSN Reduction 2017-18	System Priority Additions	NET FTE (Cuts) / Additions
	\$ M	FTE	\$ M	FTE	\$ M	\$ M	\$ M
<u>OECTA</u> Elementary & Secondary Teachers.	(3.70)	(36.3)	5.70	56.8	3.7	2.0	20.5
<u>EWAO</u> Professional & Paraprofessionals	(0.20)	(2.1)	0.20	2.0	0.2	-	(0.1)
<u>CUPE</u> Educational Assistants, School Secretarial Staff.	(3.70)	(57.7)	3.60	58.3	3.6	-	0.6
TOTAL	(7.60)	(96.1)	9.50	117.1	7.5	2.0	21.0

Annual Calendar of SEAC Business for 2017

Month	Annual Activities/Topics	Board Events/Deadlines	Items to be Addressed from the Pending List	Status of Pending Items
January	<ul style="list-style-type: none"> -Review of Draft SEAC Calendar -Set SEAC goals for the year -Consultation on LTAPP (Long Term Accommodation Program Plan) -Secondary School Course Calendar Update for 2017-18 -April Parent Fair – Call for participants from Associations -SEAC Orientation Presentation Date to be set 	<ul style="list-style-type: none"> -Multi-Year Strategic Plan (MYSP) Consultation -Financial Consultation regarding 2016-17 (high level) - Grade 9 EQAO Testing takes place in Secondary Schools - Long Term Accommodation Program Plan 	Request for presentation from Resource Teacher Mr. Pileggi regarding OAPCE Provincial Conference in May 2016 (requested November 2016- Pending List)	Will take place during the Parent Conference in April as a presentation
February	<ul style="list-style-type: none"> <i>-Review of SEAC Calendar</i> <i>-Mental Health and Well Being Report 2015-16</i> <i>-Share Multi-Year Strategic Plan Update</i> <i>-Consult on Special Education Programs and Services being considered for 2017-18</i> <i>-TCDSB Mental Health and Well Being Strategy 2015-18 (Tabled at Student Achievement January 14th, 2016)</i> <i>- Special Education Plan: Review Program Specific Resources for Parents</i> 	<ul style="list-style-type: none"> -Multi-Year Strategic Plan (MYSP) -New term begins in Secondary Schools that operate on semesters -Report Cards are distributed 	<ol style="list-style-type: none"> 1. Request that the Anaphylaxis and Asthma Policies be provided to SEAC with a presentation and any related documentation on the Anaphylaxis and Asthma policies at the January 2017 SEAC meeting. The presentation was requested include how the policies are applied between the elementary and secondary panels. (requested November 2016) 	Completed in February 2017
March	<ul style="list-style-type: none"> -Review of SEAC Calendar -Continue consultation on Special Education Programs and Services for 2016-17 (Autism AFSE and LD AFSE) -budget consultation -Presentation on Inclusion- M. Dolmage -Coordinated Service Planning – R. Roebuck 	Ontario Secondary School Literacy Test (OSSLT) takes place	<ol style="list-style-type: none"> 1. Marilyn Dolmage be invited to a SEAC meeting to do a presentation on her research on <i>Evidence of Effective High School Inclusion: Research, Resources and Inspiration.</i> (February, 2017) 	Completed in March 2017

April	<ul style="list-style-type: none"> -Review of SEAC Calendar - Financial Report as at January, 2016 2017-18 Budget Projections for Consultation Purposes - Review of Education assistant and child and youth worker efficiencies in the elementary and secondary panel - Parent Conference Review - Process for Presentations to SEAC - SEAC Orientation 	<ul style="list-style-type: none"> Parent Resources Event Autism Awareness Month 	<ol style="list-style-type: none"> 1. Alasdair Robertson, Parliamentarian, be invited to a SEAC meeting in early 2017 to provide a concise review of protocols and the Robert's Rules of Order, especially in relation to Motions and what SEAC can recommend. (requested in November 2016) 2. Staff to provide SEAC with Interim Budget within the same timeline as the Board of Trustees so that they may provide recommendations to the Board on how best to serve special needs students. (requested January 2017) 3. Staff direct Principals to have a broadcast list of Special Needs students and that the information regarding the TCDSB Special Education Parent Conference be sent electronically to the families of those Special Needs students. (March 2017) 	
May	<ul style="list-style-type: none"> -Review of SEAC Calendar -Consultation on Special Education Report -Annual Report: Conflict Resolution Department Services - Update on Parent Fair through SO report 	Budget Consultation continued		
June	<ul style="list-style-type: none"> • Review of SEAC Calendar • Monthly Update from the Superintendent of Special Services 	EQAO Grade 3 and 6 Testing		
July		School Board Submits balanced Budget for the following year to the Ministry		
August		Year End for School Board Financial Statements		

September	<ul style="list-style-type: none"> -Review Special Education Report submitted to Regional Office (Sept 1) - Communication regarding reorganization of the Central Departments -Review school board accessibility Plans -Develop or review SEAC annual Agenda/Goals 	Special Education Report Checklist submitted to the Ministry of Education		
October	<ul style="list-style-type: none"> -Review Special Education component of Draft Board Improvement Plan for Student Achievement -Develop process for review of next year's Special Education Report -Review EQAO results including deferrals, exemptions, participation rates, and accommodations provided for Special Ed. Students and Achievement levels 	<ul style="list-style-type: none"> -Board Improvement Plan Submitted to the Ministry of Education -EQAO Results for Gr. 3 and 6 Received and OSSLT -Reports on Student Numbers of Elementary and Secondary School Students to be submitted the Ministry of Education 		
November	<ul style="list-style-type: none"> -Review October Report Data -Continue to Review elements of the Special Education Plan -Share process for nomination of new SEAC members 			
December	<ul style="list-style-type: none"> -SEAC Elections -SEAC Social 			



Special Education Superintendent Update April 2017



Deaf and Hard of Hearing

- The Deaf and Hard of Hearing Department held a well-attended and organized Girls' Talk gathering at St Raymond on March 24th. Girls' Talk is an annual activity day for girls grade 1 – 8 with hearing loss. This day provided an enrichment experience for D/HH students to socialize and communicate with one another in a positive learning environment.
- Boys' Club is an annual gathering for boys grade 1-8 run by the Deaf & Hard of Hearing department. It was held at St. Raymond on March 31st. The club is designed to foster personal growth for boys with hearing loss through their common yet unique journeys.
- The D/HH department participated in the Special Services Parent Conference on April 1st and shared great resources with families.

Speech and Language

- The SLP department hosted a ½ day interactive workshop, *Conversation in the Classroom*, on February 17th. EAs and CYWs participated in round-table discussions and case studies to identify effective strategies to support students' oral communication skills.
- The department hosted a two-day workshop for LI-ISP teachers (March 7 and April 7th). Teachers were provided on strategies to support numeracy and use of technology for students with a Language Impairment.
- The SLP department participated in the Special Services Parent Conference on April 1st and shared great resources with families.

AUTISM

TOGETHER WITH ONE VOICE You Are God's Gift



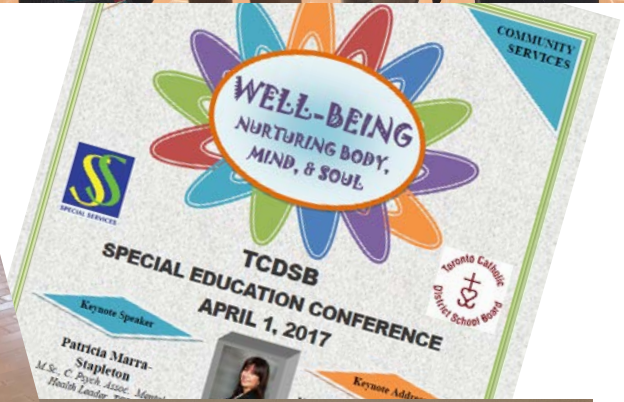
Families and staff supporting students with Autism joined in a special Mass with Father Michael Lehman to celebrate the Year of the Parish mass at the Catholic Teacher Centre on Wednesday, April 5, 2017. Students participated in different aspects of the mass including a special rendition of the Lord's Prayer.



Students from St. Edward raised the Autism Flag on April 3rd at the Catholic Education Centre.

Special Education Parent Conference –April 1st, 2017

Over 200 parents, students and staff enjoyed information filled day supporting all families of students with special needs. The keynote speaker, Patricia Marra Stapleton presented on the topic of Well Being: *You Can't Give What You Don't Have* followed by 12 themed discussion topics supporting students with special needs.





REPORT TO

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

FINAL REVIEW OF EDUCATION ASSISTANT AND CHILD AND YOUTH WORKER EFFICIENCIES IN THE ELEMENTARY AND SECONDARY PANEL

For you have been a stronghold to the poor, a stronghold to the needy in his distress, a shelter from the storm and a shade from the heat; for the breath of the ruthless is like a storm against a wall.
Isaiah 25:4

Created, Draft	First Tabling	Review
March 20, 2017	April 6, 2017	Click here to enter a date.
Cristina Fernandes, Superintendent of Education, Special Services Paul De Cock, Comptroller of Finances Marina Vanayan, Senior Coordinator, Educational Research		
INFORMATION REPORT		

Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ. We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



- R. McGuckin
Associate Director of Academic Affairs

- A. Sangiorgio
Associate Director of Planning and Facilities

- C. Jackson
Executive Superintendent of Business Services and Chief Financial Officer

- Angela Gauthier
Director of Education

A. EXECUTIVE SUMMARY

This final report will build on the preliminary report provided at the Student Achievement and Well Being, Catholic Education and Human Resources Committee on January 12, 2017. It will provide an analysis of the impact of Education Assistants (EA) and Child & Youth Workers (CYW) efficiencies board-wide on the organization.

Staff analysed quantitative data about students with special needs and the staff deployed to support the students, factoring the board-approved reductions to EAs and CYWs. Conclusions were made about the impact on student achievement and well-being for students receiving special education support.

Research department staff initiated a Multiple Case Study approach in elementary and secondary schools in an effort to gather qualitative and perceptual data about the impact on reductions to EA and CYW staff to a group of students with diverse learning needs.

The cumulative staff time dedicated to developing this report was 135 hours

B. PURPOSE

1. This final report will provide qualitative data from the research-based, Multiple Student Case Study to assess the impacts of Education Assistant and Child and Youth Worker efficiencies.
2. The report will respond to Board motions with respect to requests for Educational Assistants and Child and Youth Workers as well as the unit cost per students served by special education programs:
 1. *That when staff comes back with their next report on the impact of EA and CYW reductions already made, that staff include details (in private or public as appropriate) on the individual requests made for EAs and CYWs being made by school staff and parents and our system response to those requests.*
 2. *That staff provide a dollar unit cost per special education student and, if possible, comparisons with other Boards.*

C. BACKGROUND

1. **June 4, 2015** – At a Special meeting of the Board, Trustees approved reductions of FTE 30.00 EAs and FTE 7.00 CYWs
2. **June 2, 2016** – At Student Achievement and Well Being, Catholic Education and Human Resources Committee, Trustees approved reductions of FTE 56.0 Education Assistants and FTE 5.00 CYWs
3. **June 2, 2016** – At Student Achievement and Well Being, Catholic Education and Human Resources Committee, trustees approved a motion requesting a review of Education Assistants efficiencies board-wide in both elementary and secondary schools.
4. Table 1 captures the Full Time Equivalent (FTE) Reductions in support staff over the past two years in Education Assistants, Child & Youth Workers and external contracted support workers:

TABLE 1:

School Year	EA	CYW	Contract Support Workers
2015-2016	30.00 (\$1.5M)	7.00 (\$0.4M)	\$2.3M
2016-2017	56.00 (\$2.8M)	5.00 (\$0.3M)	\$0.2M
TOTAL	86.00 (\$4.3M)	12.00 (\$0.7M)	\$2.5M

5. **January 12, 2017** – At the Student Achievement and Well Being, Catholic Education and Human Resources Committee, the Board received a preliminary report reviewing the Education Assistant and Child & Youth Workers. (**Appendix A**) This report assessed quantitative data using four metrics, and laid the foundation for qualitative assessment using a Research-based, Multiple Student Case Study:
 - a. Student Data and Support Staff Data 2013 – 2016
 - b. Benchmark of Support Staff in Coterminous District School Boards (2016)
 - c. Report Card Learning Skills for Students with an IEP
 - d. Safe Schools Progressive Discipline Data for Students with an IEP
 - e. Impact of Changes in Special Education: Multiple Student Case Study

6. **January 12, 2017** - the following motions were approved:
 - i. That when staff comes back with their next report on the impact of EA and CYW reductions already made, that staff include details (in private or public as appropriate) on the individual requests made for EAs and CYWs being made by school staff and parents and our system response to those requests.
 - ii. That staff provide a dollar unit cost per special education student and, if possible, comparisons with other Boards.
7. **January – March 2017** – Staff reviewed the number of requests made by parents or schools for EA and/or CYW support, and Research staff completed the Multiple Student Case Study to provided qualitative analysis.
8. **March 22, 2017** – Staff presented this report in DRAFT format to the Special Education Advisory Committee (SEAC). The report was received.
9. **March 30, 2017** – At Regular Board, staff presented a report entitled: 2017-2018 Budget Projections for Consultation Purposes, in which Trustee motion #1 was addressed:

That when staff comes back with their next report on the impact of EA and CYW reductions already made, that staff include details (in private or public as appropriate) on the individual requests made for EAs and CYWs being made by school staff and parents and our system response to those requests.

D. EVIDENCE/RESEARCH/ANALYSIS

ANALYSIS OF QUANTITATIVE DATA

Metric #1: Number of EA and CYW requests.

1. Arising out of Trustee Motion #1, staff reviewed requests for EA and/or CYW support that were made from schools and from parents. Given the timeline of the request, staff retroactively estimated the number of requests that were made from September 2016 until March 1, 2017. In this timeframe, there were 121 requests for EA or CYW staffing. Most of these requests came from school principals as presented in Table 2 below. Also reported is the number of approved transfers to accommodate the most urgent requests:

Table 2: Requests for EA/CYW staff: September 2016-March 1, 2017

Region	EA or CYW requests since September 2016	# EA/CYW Transfers to Support Approved Requests
West (1&2)	53	8
North (3&4)	27	13
South (5&6)	27	9
East (7&8)	14	2
Total Requests	121	32

2. The main goal in assessing these requests is to follow a protocol that *allows the request for support to be handled at the local school with existing support staff*. In most cases, needs were met by modifying the schedules of existing support staff at a school. In these situations, the level of support commensurate with the presenting needs are assessed.

3. The system response to these requests included the following protocol considered by the Area Superintendent in dialogue with the parent, principal, Elementary Assessment & Program teachers, Secondary Program & Assessment teachers and Superintendent of Special Services:
 - a) Student needs and level of service required to service the student as per the IEP and placement were reviewed;
 - b) Dialogue with the Principal and existing school staff to provide resources/strategies to support the student;
 - c) EA/CYW assignments were reviewed and adjustments to those assignments within the school via rescheduling to accommodate the changing needs (student who left or entered the school);
 - d) EA allocations were reviewed and adjustments made between schools, leading to the movement of a support staff (EA/CYW) to another school to respond to the school’s changing needs;
 - e) Movement of support staff between superintendent areas and/or regions to support emerging needs; and
 - f) Temporary assignment of agency worker support where appropriate to assist in development of skills to support the support staff at the school.
 - g) Through the IPRC process, appropriate placement of student in a Special Education program that is able to meet the student’s needs.

Metric #2: Per Student cost for Special Education Programming

1. Arising out of Trustee Motion #2, the aggregated data provided in **Table 3** below has been calculated using the total number of students with an exceptionality determined through the Identification, Placement and Review Committee (IPRC) process as well as students that possess an Individual Education Plan without a formal exceptionality.

Table 3: 2016-17 Identified & Non-identified Special Education Students

Special Education Categories	Elementary	Secondary	Grand Total
	Total	Total	
Autism	1,135	481	1,616
Behaviour	112	40	152
Blind and Low Vision	8	8	16
Deaf and Hard-of-Hearing	48	39	87
Developmental Disability	49	79	128
Giftedness	1,071	992	2,063
Language Impairment	537	208	745
Learning Disability	913	1,751	2,664
Mild Intellectual Disability	116	228	344
Multiple Exceptionalities	117	59	176
Not Applicable / Non-Identified Students	5,366	2,366	7,732
Physical Disability	49	20	69
Speech Impairment	2		2
Grand Total	9,523	6,271	15,794

2. Staff reached out to coterminous district school boards to obtain data with which comparisons could be drawn in regards dollar unit cost per student with an IEP. Limited GTA boards responded to the request.
3. **Table 4** provides information about Special Education expenditures for TCDSB and two other GTA school boards for the 2016-2017 school year. Boards requested that confidentiality be maintained, so a high level comparison is presented below:

Table 4: TCDSB per Pupil IEP Special Education Expenditures

Special Education Data	School Boards		
	TCDSB	GTA #1	GTA #2
% of Special Education Students in Self Contained and Integrated Classes	6%	12%	35%
% of Students in Regular Classes	94%	88%	65%
Average Cost per Special Education student (Identified and Non-identified)	\$8,694	\$9,071	\$9,285

4. For 2016-2017, TCDSB received GSN funds in the amount of \$126,229,885 for Elementary and Secondary Special Education expenses. In this year, the anticipated expenses of the board are \$137,313,803 resulting in an expected deficit of \$11,083, 918.
5. Comparing eight (8) GTA school boards, every board is expected to have a deficit in the Special Education envelope of between \$600,000 and \$24,000,000.

ANALYSIS OF QUALITATIVE DATA

Metric # 3: Impact of Changes in Special Education: Multiple Student Case Study

Case Study Research Statement:

Case studies are frequently used in social science research as a way of providing holistic, in-depth explanations of social situations. Most commonly used in the fields of education, sociology, anthropology and political science, case study design allows for exploration and understanding of complex issues not always understood well by quantitative research. Both quantitative and qualitative research generate valuable information. Case study methodology has grown to prominence in the past 50 years as a result of the recognition of limitations of quantitative methods. A Multiple-case study design allows for comparative analysis of several cases, using a variety of data sources.

Background to Case Study

1. A study was initiated in October 2016, to help identify the impact of changes in the special education model at the TCDSB, focusing on a variety of children with special education needs, in all 5 placement settings.

2. Eight schools (5 elementary, 3 secondary) were selected to participate in the study. **All schools had experienced a loss of three or more EAs over the past two years.** Within these schools, 35 students (20 Elementary, 15 Secondary) were identified centrally for participation. Students selected for inclusion in the study were drawn from a range of exceptionalities and placement options. From the original 35 students selected, 28 parents consented for their children to participate in the study.
3. Given the diversity of student needs that exist in special education programs, a multiple-case study approach was used. This method allows for the gathering of evidence to outline the uniqueness of every situation and to identify themes that emerge. Principals were provided with an information and consent letter for all parents of students in the study. Research staff visited each school to interview teachers, education assistants, students and parents regarding the 28 students included in the study (for whom there was consent).
4. A template was used to collect information from staff, parents, and students regarding the impact of changes to support staff on students. The following are examples of the interview questions asked:
 - Please describe the needs of the student. Have these needs changed over the past three years?
 - What supports is the student currently receiving? Include staffing, programming, materials, equipment, space etc. How has this changed in the past three years?
 - Have changes in needs and support had a significant impact on the student's behaviour, social-emotional wellbeing, achievement, adaptive functioning? Do you perceive the changes to be negative or positive or has there been no change? What is the evidence?
 - How could we improve supports for this student?
 - What Promising Practices can you identify to demonstrate innovations in the light of staff reductions? How can we build on strengths and transfer what we have learned to support students and share practices with other staff?

5. School visits took place in November and December, 2016. The collection of information continued in January by telephoning parents and by examining student records. Appendix A outlines the tracking process.
6. To date, 112 interviews have been conducted, including:
 - 64 teacher interviews,
 - 15 EA or CYW interviews,
 - 11 Parent interviews,
 - 13 student interviews,
 - 8 administrator interviews.

NOTE: An effort has been made to contact all parents. Some parents did not want to be interviewed and others were unable to be contacted.
7. For each student with consent, a detailed background information file has been collected including: student IEP, Report Card Marks / Learning Skills, EQAO results, Canadian Achievement Test results, OLSAT results, credit accumulation, OSSLT achievement, and attendance.
8. Research staff have summarized background information and interview data for all cases. Summaries were shared with the Special Education Review Committee over three sessions to inform dialogue and to assist in identifying emerging themes, as outlined below.

EMERGING THEMES

9. These emerging themes, drawn from all data collected, are organized into 5 sections:
 - A) Overall impact on student achievement and well-being
 - B) Impact on staff
 - C) Promising practices
 - D) Impact of Changes: Focus on Student Exceptionality
 - E) Impact of Changes: Focus on Classroom Placement

A) IMPACT ON STUDENT ACHIEVMENT AND WELL BEING

1. While schools were selected for inclusion in this study as a result of an overall reduction in the number of EAs in the school, levels of support for individual students in each school vary, depending on the students' needs and staff availability.
2. In all cases, students are meeting learning goals as stated in their IEPs. In the context of the changes in support available to schools, staff report that school teams have collaborated to continue to attempt to meet the special education needs of students in their school.
3. In several cases, students have integration listed as a program component in their IEP, but teachers and EAs report that currently the students have fewer opportunities to be integrated into regular stream classrooms due to less support available from EAs. Staff report that efforts are being made to provide as rich a program as possible within the ISP classroom environment and are trying to find ways to enable successful integration. Perceived challenges regarding reduced opportunities for integration may be greater in secondary schools, and among students with more significant exceptionalities.
4. In several cases, where IEPs indicate that students should use SEA computers as necessary for successful learning, teachers, EAs, and parents report that the students are struggling with the use of computers in a meaningful way. Staff indicate that these students require additional support to be able to integrate computers successfully into the curriculum. Where possible, special education and classroom teachers are providing support where EAs are not available.
5. In several cases, when emergencies or extreme behavioural outbursts take place, EAs typically report being required to all work together to address the situation. With reductions in staff, teachers and EAs report that there are fewer EAs left to address the needs of the remaining students with special education needs. Staff report that this requires additional flexibility when scheduling and allocating classroom support.

6. In some Secondary schools, staff and parents report that resource rooms are no longer available on a drop-in basis, and some students report that they have reduced opportunities to receive additional remedial support and to complete classwork in a quiet space. Staff report that resource support and monitoring by special education teachers is being provided on an ongoing basis, in class with additional assistance being provided before and after school. Test and Exam accommodations are being provided to students on an appointment basis.

Summary

In most cases, school staff are adjusting to reduced levels of staffing and students continue to learn in accommodated and modified special education programs. Some students are experiencing reduced opportunities for integration into regular classrooms. Some staff are experiencing challenges supporting student use of special education technology. Some classrooms and students are now receiving reduced support compared with previous years.

B) IMPACT ON STAFF

1. Staff report using a range of strategies to continue to foster supports to meet student needs. Staff also report a general sense of frustration stemming from attempting to accomplish this goal with reduced human resources.
2. In several schools, with fewer EAs, other staff (teachers, nurses, CYWs, and principals) report that they are assuming new or expanded responsibilities and roles, including assisting with technology use, lifting and positioning students, and monitoring identified students at recess.
3. With the changes in staffing, EAs report providing support in multiple classrooms on a regular basis. EAs report that this presents challenges for EAs who may need to provide support in classes of students with whom they are not familiar (e.g., student needs, safety concerns, typical behaviours, classroom routines). Staff also report that when EAs are placed strategically to address the greatest needs in a school, other regular classrooms are receiving reduced support or none at all. While these classrooms may have fewer special education needs than others, classroom

teachers report that they are being required to provide more individualized assistance that EAs would have provided previously, under teacher supervision.

4. Teachers and administrators report that reduction in the number of EAs, frequently places additional demands on other school staff and is particularly challenging when supply coverage is not provided for absent EAs. With reductions in support staff, principals report that principals and vice principals, classroom teachers, CYWs, and special education teachers are stepping in to fill the role of absent EAs.
5. All staff report that as a result of the perceived changes in focus in roles and responsibilities, teachers, EAs, CYWs, and Administrators require training and professional learning to address the unique special education needs of students with different exceptionalities. For example, EAs reported needing safety training specific to the needs of students with an identification of Autism.

Summary

Staff report a general sense of frustration stemming from attempts to meet student needs with reduced human resources. Most schools report that staff are adjusting and taking on changing responsibilities. This may result in a need for additional professional learning for EAs, teachers, and administrators.

PROMISING PRACTICES

1. There is evidence that all schools are working towards managing staff as efficiently as possible to offer the best possible service to their students with special education needs. With each school context being different in terms of student needs, staffing, and leadership, there are differences in the approaches taken, and there is value in documenting and sharing practices that have been effective.
2. Reductions in staffing have placed demands on all schools to learn to work within the new context of students with high needs combined with fewer

staff members. Staff report that there is a need for increased flexibility and high levels of organization and logistics.

3. To meet the special education needs of students, school teams report practicing a high degree of organization. Staff report that this is required to support flexible scheduling of EAs who may have multiple responsibilities throughout the day and may have changes in responsibilities on a weekly or monthly basis. Some staff have reported that it has been helpful to conduct regular meetings to identify changing needs, schedule assignments, and to focus the work of EAs where it is most needed.
4. All school staff, including EAs, CYWs, classroom teachers, special education teachers, and administrators report practicing a high degree of flexibility in their responsibilities, to address the special education needs of the students in their schools.
5. Schools report that a shared vision and a common set of core beliefs is essential to help them in supporting their students. For example, some schools report stressing the idea of shared responsibility – the belief that addressing the achievement and well-being of all students with special education needs is the responsibility of all staff in the school, not just special education staff.
6. Staff report that engaging in practices that demonstrate a strong commitment to special education are effective in communicating a shared vision. For example, some schools report that, regardless of staffing limitations, special education teachers are not be asked to step in and offer supply coverage when a classroom teachers are absent. Staff report that this practice clearly sends a message that addressing the learning and well-being of students with special education needs is a priority.
7. Regular and ongoing communication is reported as key to supporting success. Collaboration and strong communication between teachers and special education teachers are reported to be very helpful in addressing the special education needs of students (e.g., reminders of IEP requirements for individual students).

8. To facilitate and support the teaching environment with reduced EAs, some school staff report that they have implemented the practice of single-age/grade withdrawal classrooms. The rationale for this practice is that with one group of students in a single-grade, the demands placed on the teacher responsible are lower than in a multi-grade withdrawal setting. This practice is more feasible in schools with a larger population of students.
9. Staff report that as schools have been adapting to an environment with reduced EAs, APTs/PATs, autism support teachers, Autism Support Teams, and the Behaviour Team have provided additional support to classroom teachers and special education teachers, who are taking on new and additional responsibilities.
10. Staff identified strong leadership as a critical factor contributing towards the effectiveness of their school in meeting the learning and well-being of their students with special education needs. They identified effective administrators as those who are very aware of student needs, knowledgeable about special education, and highly engaged with staff and students – supporting a shared vision and committed to creating a culture of collaboration and high expectations.

Summary

Staff identified several practices contributing to successful special education program delivery, including: a high degree of organization within the school, flexibility in deploying staffing, maintaining a shared vision and common set of core beliefs about special education, shared responsibility for students with special education needs, strong collaboration and communication between teachers, and strong leadership.

C) IMPACT OF CHANGES: FOCUS ON EXCEPTIONALITY

1. In terms of student exceptionality, a review of impact data revealed a variety of patterns: staff and parents report that students with an identification of *Autism* or *Multiple Exceptionality/Developmental Disability*, are frequently the students for whom integration into the regular

classroom is the greatest challenge. Staff working with these students also report that they have experienced greater demands trying to balance the needs of several individual students at the same time, often focusing on safety, rather than supporting learning.

2. Staff and parents report that students with an Identification of *Learning Disability* or *Language Impaired*, frequently require less support from education assistants and therefore considered to be impacted less than other students by the reductions in education assistants. However, staff and parents report that often the assistance provided by EAs is primarily supporting the use of technology or scribing for the student. Staff and parents report these students, along with students with no formal identification, often experienced the reduction of education assistants in terms of less support for the use of technology.

Summary

Students with an identification of Autism or Multiple Exceptionality/Developmental Disability, appear to be the students for whom integration into the regular classroom is often the greatest challenge. Students with an Identification of Learning Disability or Language Impaired along with students with no formal identification require less support and therefore appear to be impacted less than other students by the reductions in education assistants, other than to support independence in the use of technology.

D) IMPACT OF CHANGES: FOCUS ON PLACEMENT

1. A review of impact data, in terms of classroom placement, revealed a variety of patterns: EAs working in *Special Education Classes with Partial Integration* or *Special Education Classes Full-Time* report that they are frequently required to be focused primarily on addressing student emergencies and behaviour outbursts. In many cases, there has been a reduction of education assistants in these classrooms and teachers and EAs report being ‘stretched’ to support all students – including those who are not having behavioural outbursts. Staff supporting students with this placement, also expressed concerns regarding limited opportunities to support student integration into regular classrooms, owing to reduced numbers of education assistants.

2. Staff supporting students with a placement of *Regular Class with Indirect Support* report frequently to be providing much more than indirect support – on occasion, staff report that these students require direct support from both education assistants and special education teachers.
3. EAs supporting students with a placement of *Regular Class with Resource Support* and *Regular Class with Withdrawal Support* report that they are working in more classrooms than in the past. This model distributes support throughout the school – staff report that this may lead to greater inconsistency in support for some students.

Summary

Staff working in Special Education Classes with Partial Integration or Special Education Classes Full-Time report that they are frequently required to focus their attention primarily on individual students who are experiencing behaviour outbursts. Students in this placement may also experience reduced opportunities for integration into regular classrooms. EAs supporting students with a placement of Regular Class with Resource Support and Regular Class with Withdrawal Support report that they are working in a greater number of classrooms than in the past.

Multiple Student Case Study Emerging Trends and Observations: What have we learned?

1. Based on the multiple-case studies focusing on 28 students and 112 interviews, the evidence suggests that, at this time, while some students experience reduced support, overall, the changes may not have had a significant impact student learning and well-being.
2. Continuous monitoring of the achievement and well-being of the population of students with special education needs within the TCDSB will be required to continue to track the impact of changes on an ongoing basis and in the long term. This level of accountability will, in part, take place through the work of the Special Education Accountability Frameworks.

3. The evidence from the various case studies reveals that school staff are impacted by the changes. Staff in these schools are using a range of strategies to continue supporting student needs. They have identified concerns, needs, as well as strengths upon which to build. A key area of need appears to be increased professional learning for all staff including EAs, teachers, and administrators, as well as greater flexibility in deploying staff.

E. METRICS AND ACCOUNTABILITY

1. Staff will continue to monitor the quantitative data as presented in the preliminary report with respect to the following:
 - Student Data and Support Staff Data 2013 – 2016
 - Benchmark of Support Staff in Coterminous District School Boards (2016)
 - Report Card Learning Skills for Students with an IEP
 - Safe Schools Progressive Discipline Data for Students with an IEP
2. EQAO Standardized Assessment data gathered in 2016-2017 will be incorporated into the ongoing data assessment.
3. The Multiple case study was based on schools whose allocation of EAs was reduced by 3 or more EAs over two years, thus the information is specific to schools who had a considerable reduction to support staff. As a result, it was expected that the changes would have an evident and considerable impact on student programming and achievement.
4. The Multiple Case Study indicated that students were all meeting the expectations that were outlined for them on their Individual Education Plan as reported by staff.
5. Staff also indicated that the work processes had changed, where support staff were strategically placed to support the highest needs students. A shift towards a shared understanding of the need to work together collaboratively is essential to supporting students in the various placements. Schools continue work strategically to meet the needs of students.

6. The ongoing work of the Special Education Review Committee has contributed to ongoing review of the changes to Special Education policies, procedures and the service delivery model.
7. The analyses contained within this report were reported to SEAC and are available for further discussion at future SEAC meetings.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.



REPORT TO

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

PRELIMINARY REVIEW OF EDUCATION ASSISTANT EFFICIENCIES IN THE ELEMENTARY AND SECONDARY PANEL

For you have been a stronghold to the poor, a stronghold to the needy in his distress, a shelter from the storm and a shade from the heat; for the breath of the ruthless is like a storm against a wall Isaiah 25:4

Created, Draft	First Tabling	Review
December 19, 2016	January 12, 2017	Click here to enter a date.
Cristina Fernandes, Superintendent of Special Services Paul De Cock, Comptroller for Business Services & Finance		

INFORMATION REPORT

Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



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Associate Director of Academic Affairs

A. Sangiorgio
Associate Director of Planning and Facilities

C. Jackson
Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier
Director of Education

A. EXECUTIVE SUMMARY

This report will provide a preliminary analysis of the staff reductions in Education Assistants (EA) and Child & Youth Workers (CYW) at TCDSB. Staff will present a final assessment in April 2017 to coincide with, and inform the budget process.

Staff analysed quantitative data about students with special needs and the staff deployed to support the students, factoring the board-approved reductions to EAs and CYWs, and draw conclusions about the impact on student achievement and well-being for students receiving special education support.

The Research department staff initiated a Multiple Case Study approach in elementary and secondary schools in an effort to gather qualitative and perceptual data about the impact on reductions to EA and CYW staff.

The cumulative staff time dedicated to developing this report was 45 hours.

B. PURPOSE

1. At the Student Achievement and Well Being, Catholic Education and Human Resources Committee on June 2, 2016, Trustees approved a motion directing staff to review Educational Assistant efficiencies board-wide in both elementary and secondary.
2. Staff are only able to provide a preliminary report at this time, and will bring a final analysis to the Board in April 2017 to coincide with and inform the budget process.

C. BACKGROUND

1. **June 4, 2015** – At a Special meeting of the Board, Trustees approved reductions of FTE 30.00 EAs and FTE 7.00 CYWs
2. **June 2, 2016** – At Student Achievement and Well Being, Catholic Education and Human Resources Committee, Trustees approved reductions of FTE 56.0 EAs and FTE 5.00 CYWs
3. **June 2, 2016** – At Student Achievement and Well Being, Catholic Education and Human Resources Committee, Trustees approved a motion requesting a review

of Education Assistants efficiencies board-wide in both elementary and secondary schools.

4. The following Chart captures the **REDUCTIONS (FTE)** in support staff over the past two years in Education Assistants, Child & Youth Workers and external contracted support workers:

School Year	EA	CYW	Contract Support Workers
2015-2016	30.00 (\$1.5M)	7.00 (\$0.4M)	\$2.3M
2016-2017	56.00 (\$2.8M)	5.00 (\$0.3M)	\$0.2M
TOTAL	86.00 (\$4.3M)	12.00 (\$0.7M)	\$2.5M

D. EVIDENCE/RESEARCH/ANALYSIS

ANALYSIS OF QUANTITATIVE DATA

1. The following metrics were reviewed to learn about the impact of reductions in Education Assistants and Child and Youth Workers in both elementary and secondary panels of the TCDSB
 - a. **METRIC #1** Student Data /Support Staff Data 2013 – 2016 (**APPENDIX A**)
Over the four year span, the following changes have been noted:

Students with IEP

- i. Overall, the total number of students with IEPs has **decreased** over the last four years in Elementary (808 students or 8%) and in secondary panels. (641 students or 9%).
- ii. The number of students with an IEP that have gone through an IPRC process has **decreased** for Elementary students (15%) and Secondary students (21%).
- iii. The number of Students with an IEP (not identified through an IPRC) has **decreased** for Elementary students (2%) and **increased** for Secondary students (17%).
- iv. In secondary schools, although there has been an **increase** of students (429) with and IEP that have not been identified or placed according to the IPRC process, there has been a **decrease** (1070) in students with an IEP that have been through the IPRC process. This has produced an **overall decrease** of 641 students with special needs.

- v. Overall, there has been a **decrease** to students with Special Education needs from 2013 (17,569) to 2016 (16,120) for a total decrease of 1449 students or 8 %.

Support Staff

- vi. EA Allocation has **decreased** overall by FTE 86.00 and CYW Allocation has **decreased** overall by FTE 12.00, representing 8% and 6% reduction of the overall complement respectively.
- vii. Outside Agency Support Staff **decreased** by \$2.3 M from 2014-15 to 2016-17, representing a 93% reduction in expenditures.

Placements

Students with special education requirements are serviced according to five different placements. These placements are defined by the Ministry of Education as follows:

- *A regular class with indirect support* where the student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.
- *A regular class with resource assistance* where the student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.
- *A regular class with withdrawal assistance* where the student is placed in a regular class and receives instruction outside the classroom, for less than 50 per cent of the school day, from a qualified special education teacher.
- *A special education class with partial integration* where the student is placed by the IPRC in a special education class for at least 50 per cent of the school day, but is integrated with a regular class for at least one instructional period daily.
- *A full-time special education class* where the student remains for the entire school day.

Changes to enrolment in these classes over the four years (2013-2016) are described below:

- viii. There has been an overall *decrease* in Elementary of 3% and an *increase* in Secondary of 2% for those students that are serviced through the **Regular Class with Indirect Support** placement.
- ix. There has been a *decrease* in Elementary of 28% and a *decrease* in Secondary of 26% for those students that are serviced through the **Regular Class with Resource Assistance** placement.
- x. For those students that are serviced through the Regular Class **Withdrawal Assistance** placement there has been a *decrease* in Elementary of 8% and a *decrease* in Secondary of 9%.
- xi. For those students that are serviced through an Intensive Support Program (**ISP**) **with Partial Integration** placement there has been a *decrease* in Elementary of 11% and an *increase* in Secondary of 1%.
- xii. For those students that receive Intensive Support Program (**ISP**) **Full Time** placement there has been an *increase* in Elementary of 28% and an *increase* in Secondary of 20%.
- In the elementary panel, there have been *decreases in student enrolment* in four of the five placement categories with an increase of placement (20 students) in the ISP Class full time.
 - In the secondary panel, there have been *decreases in student enrolment* in three of five placement categories. Both ISP class with Partial Integration and ISP class full time saw increases (5 students and 13 students respectively).
- b. **METRIC #2** – Benchmark of Support Staff in Coterminous District School Boards (**Appendix B**)
- Over a two year span, the following changes have been noted:*
- i. Relative to other coterminous district school board, the TCDSB continues to have a greater number of Educational Assistants and Child and Youth Workers relative to other boards.
 - ii. Of the seven boards compared in **Appendix B**, the ratio of support staff to student enrolment is significantly greater than 5 other boards. It was noted that only Durham CDSB has a ratio marginally greater than TCDSB.

c. **METRIC #3** – Report Card Learning Skills for Students with an IEP
(APPENDIX C)

The Learning Skill and Work Habits section on the Ontario Provincial Report Card allows a teacher to assess a student’s ability to engage in the skills listed in the chart below:

Responsibility	<p>The student:</p> <ul style="list-style-type: none"> • fulfils responsibilities and commitments within the learning environment; • completes and submits class work, homework, and assignments according to agreed-upon timelines; • takes responsibility for and manages own behaviour.
Organization	<p>The student:</p> <ul style="list-style-type: none"> • devises and follows a plan and process for completing work and tasks; • establishes priorities and manages time to complete tasks and achieve goals; • identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	<p>The student:</p> <ul style="list-style-type: none"> • independently monitors, assesses, and revises plans to complete tasks and meet goals; • uses class time appropriately to complete tasks; • follows instructions with minimal supervision.
Collaboration	<p>The student:</p> <ul style="list-style-type: none"> • accepts various roles and an equitable share of work in a group; • responds positively to the ideas, opinions, values, and traditions of others; • builds healthy peer-to-peer relationships through personal and media-assisted interactions; • works with others to resolve conflicts and build consensus to achieve group goals; • shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.
Initiative	<p>The student:</p> <ul style="list-style-type: none"> • looks for and acts on new ideas and opportunities for learning; • demonstrates the capacity for innovation and a willingness to take risks; • demonstrates curiosity and interest in learning; • approaches new tasks with a positive attitude; • recognizes and advocates appropriately for the rights of self and others.
Self-regulation	<p>The student:</p> <ul style="list-style-type: none"> • sets own individual goals and monitors progress towards achieving them; • seeks clarification or assistance when needed;

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| | <ul style="list-style-type: none"> • assesses and reflects critically on own strengths, needs, and interests; • identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; • perseveres and makes an effort when responding to challenges. |
|--|---|

From *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools (2010)*

The provincial Report Cards report on Student Learning Skills and Work Habits. This data was collected for each student with an IEP that attended TCDSB *over the last three years*. Students would receive one of the following ratings: E-Excellent, G-Good, S-Satisfactory, N-needs improvement and B-Blank in the six areas.

Over 9,700 students were counted as part of this collection of data.

- i. After analysing the data, there are no significant, discernible differences between learning skills prior to staff reductions as compared to the years with reductions. (**Appendix C**)
- d. **METRIC #4** – Safe Schools Progressive Discipline Data for Students with an IEP (**APPENDIX D**)
- i. There has been a *decrease* of 113 students with an IEP receiving Suspensions from school under Section 306 of the Education Act.
 - ii. There has been a *decrease* of 994 instructional days lost to Suspension for students with an IEP.
 - iii. There has been an *increase* of 5 students with an IEP receiving Suspensions Pending possible Expulsion from school under Section 310 of the Education Act.
 - iv. There has been a *decrease* of 4 students with an IEP receiving Suspensions categorized as Violent Incidents.
 - v. There has been an *increase* of 11 students with an IEP receiving a Fresh Start under Board policy S.S. 12 Fresh Start.
 - vi. There has been a *decrease* of 16 students with an IEP receiving a School Expulsion under Section 310 of the Education Act.
 - vii. There has been a *decrease* of 4 students with an IEP receiving a Board Expulsion under Section 310 of the Education Act.

- viii. Based on these results, it can be surmised that the reduction of EAs and CYWs has not given rise to the number of Safe Schools Progressive Discipline incidents for students with an IEP.

ANALYSIS OF QUALITATIVE DATA

Impact of Changes in Special Education: Multiple Student Case Study

2. An internal research study was initiated in October 2016, to help identify the impact of changes in the special education model in the TCDSB, focusing on a cross-section of students with special education needs, in all placement settings.
3. Eight schools (5 elementary, 3 secondary) were selected to participate in the study. **All schools had experienced a loss of FTE 3.00 or greater to Education Assistants over the past two years.** Within these schools, 35 students (20 Elementary, 15 Secondary) were identified centrally for participation. Students selected for inclusion in the study were drawn from a range of exceptionalities and placement options. (**APPENDIX E**)
4. Given the diversity of student needs and the variation of instructional strategies, assessment and reporting structures that exist in the special education program, a multiple student case study approach was used. This method allows for gathering of evidence to outline the uniqueness of every situation and to identify themes that emerge. Principals were provided with an information and consent letter for all parents of students in the study. Research staff visited each school to collect information regarding each student included in the study for whom there was consent.
5. A template was used to collect information from teachers, parents and students regarding the impact of changes to support staff on students. The following are examples of types of research questions asked of the participants:
 - Please describe the needs of the student. Have these needs changed over the past three years?
 - What supports is the student currently receiving? Include staffing, programming, materials, equipment, space etc. How has this changed in the past three years?
 - Have changes in needs and support had a significant impact on the student's behaviour, social-emotional wellbeing, achievement,

adaptive functioning? Do you perceive the changes to be negative or positive or has there been no change? What is the evidence?

6. School visits took place in November and December, 2016. The collection and compilation of information is ongoing. **Appendix E** outlines the tracking process that will be used to formulate a final analysis. Research staff are currently summarizing information to compile each case study. The case studies will be shared with the Special Education Review Committee to identify emerging themes to help inform the final report.
7. The final report will outline emerging themes on student well-being and achievement, areas for growth, and promising practices.

E. METRICS AND ACCOUNTABILITY

1. Staff will continue to monitor the quantitative data from Appendices B-E throughout the balance of this school year and respond appropriately. Continuous dialogue with principals, special education teachers and Assessment and Program Teachers (Elementary)/Program and Assessment Teachers (Secondary) will inform further actions, supports and interventions required.
2. An analysis of the qualitative data obtained through the Multiple Case Study by the Research department and Special Services will be conducted to assess the impact of staff reductions on students receiving special education supports.
3. The Special Education Review Committee meets monthly to review changes to Special Education policies, procedures and the service delivery model.
4. Staff will present the analyses to SEAC.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board and.

SEAC PENDING LIST AS AT APRIL 12, 2017

1. SEAC referred the Consolidated Service Plan to staff to come back in one month's time with a more comprehensive report on what the partnership would look like, what benefits the Board and SEAC would receive from this partnership and whether there would be any financial constraints to the TCDSB. (March 2017)

2. SEAC recommend to the Board of Trustees that they examine the Safe Arrival Policy to see how it can protect Special Needs students up to the age of 21 or until graduation. (requested February 2017)

3. SEAC recommends to the Board to expand the Gifted Program as and additional program enhancement across the School Board (requested January 2017)

4. SEAC requested that the Board to seek a representation of indigenous persons from various organizations at SEAC. (November 2016)

5. Staff update the Special Education Plan and resource documentation accessible to students and parents online to reflect current and accurate information. (requested September 2016)

6. Changes to the Accessibility policy be brought back to SEAC for review. (requested September 2016)

7. Staff to consider increasing Empower in high schools when the budget is balanced and the accumulated deficit is eliminated and bring it back to SEAC pending balanced budget (requested in 2015)